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ABSTRACT

This phenomenological study implemented and evaluated an individualized approach to multiple intelligence instruction. The targeted population consisted of students in two inner-city elementary schools located in Indiana. In a traditionally book-oriented classroom, instruction is typically geared toward the verbal/linguistic and logical/mathematical intelligences. An analysis of the literature led to the understanding that each student has the capabilities to activate all eight identified intelligences, but that these intelligences may be developed to different degrees within each individual. Each student's dominant intelligence was identified. Thematic lessons that strengthened the multiple intelligences of all of the involved students were constructed. The plan of action was to construct planning webs and monthly themes that incorporated a plethora of multiple intelligence products. Lesson plans were developed utilizing a variety of planning tools. In addition, informal journals were kept to highlight progress, successes, and trends. The effects of multiple intelligence instruction were documented through observations, product choices, student reaction, and survey checklists. Observations and checklists reaffirmed expectations that how one is taught, what strategies are utilized, and in what manner information is presented can and do affect student learning. They further demonstrated that students' strengths and weaknesses can be affected by a teacher's method of instruction. (Forty appendices include state proficiencies, weekly progress reports, multiple intelligences checklists, and lesson plans. Contains 61 references.) (SD)

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A Personal Approach to Multiple Intelligence Instruction

Donna Elliott
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A Phenomenological Study Submitted to the Graduate Faculty of the
School of Education in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
Field-Based Masters Program
Chicago, Illinois
Tinley Park V
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ABSTRACT

This report describes a personal approach to Multiple Intelligence instruction. The targeted population consists of two inner-city elementary schools located in Indiana. The effects of Multiple Intelligence Instruction were documented through observations, product choices, student reaction, and survey checklists.

In a traditionally book-oriented classroom, instruction is typically geared toward the Verbal / Linguistic and Logical / Mathematical Intelligences. Not all students fit this profile, so teacher-directed instruction should be adapted to meet the needs of all students. In order for students to accept personal ownership of their learning, they need to be given the opportunity to express themselves in a manner that benefits them.

An analysis of literature and research journals led us to the understanding that each student has the capabilities to activate all eight identified intelligences, but that they may developed to different degrees within each individual. We identified each student's dominant intelligence and constructed thematic lessons that strengthened the Multiple Intelligences of all of the involved students.

Our plan of action is to construct planning webs and monthly themes that incorporate a plethora of Multiple Intelligence products. Lesson plans will be developed utilizing a variety of planning tools. In addition, informal journals will be kept to highlight progress, successes, and trends.

Our observations and checklists reaffirmed our expectations that how one is taught, what strategies are utilized, and in what manner information is presented can and does affect student learning. It also demonstrated that students' strengths and weaknesses can be affected through a teacher's method of instruction.

TABLE OF CONTENTS

CHAPTER 1 - THE STUDY AND ITS CONTENT....................................1

General Description of the Study..1

Immediate Problem: Setting A..2

Description of Surrounding Communities: Setting A..........................4

Immediate Problem: Setting B..5

Description of Surrounding Communities: Setting B..........................7

National Context of the Study..8

CHAPTER 2 - STUDY DOCUMENTATION..10

Study Evidence...10

Philosophies of Education..11

Professional Background...12

Professional Development..16

Professional Growth..17

CHAPTER 3 - LITERATURE REVIEW...20

CHAPTER 4 - METHOD..26

Personal Organization..26

Curriculum Planning...28

Altering Student Assessment..33

Adopting New Strategies and Theories...38

Additional Organizational Tools..44

Deviations From the Plan..45

CHAPTER 5 - DISCOVERIES...48

CHAPTER 1

THE STUDY AND ITS CONTENT

General Description of the Study

Howard Gardner theorizes that all students can develop within the eight areas of Multiple Intelligences (1997). Gardner describes the eight Intelligences as Verbal / Linguistic (using storytelling, writing poems, plays, or news articles, conducting an interview or debate), Logical / Mathematical (applying mathematical or logical data, creating analogies, describing and identifying patterns and symmetries), Bodily / Kinesthetic (creating movements or puzzles, building or constructing with hands-on materials), Visual / Spatial (creating charts, maps, graphs, slide shows, videotapes, drawings, paintings or sculptures), Musical / Rhythmic (singing, playing instruments), Interpersonal (participating in service projects, teaching, utilizing social skills), Intrapersonal (setting and pursuing personal goals, assessing oneself or ones own work), and Naturalist (caring for wildlife, gardens or parks, being concerned about local and global environments) (Campbell 1997). David Lazear theorizes that the teaching of transfer, which does not automatically occur in most subjects, is crucial to making sure that students can apply what they have learned in contexts outside the classroom and this transfer is of major importance in making learning relevant and of long-lasting value (Lazear 1991B).

The target group selected for this study consists of an inner-city full-day kindergarten class and an urban Multi-Age Community class consisting of students in grades three, four and five.

Immediate Problem: Setting A

Site A is one of 16 elementary schools, five middle schools, and four high schools. It houses 486 students in grades kindergarten through fifth, as well as Head Start. Based on the 1997-1998 school year figures, the average class size for each grade level is as follows: Head Start 20.0, kindergarten 24.0, first grade 18.9, second grade 19.8, third grade 19.3, fourth grade 28.8, and fifth grade 25.6. There is one full day Head Start, four full day kindergartens, four and one-half first grades, four and one-half second grades, four third grades, two and one-half fourth grades, and two and one-half fifth grades. In addition, Site A houses two special education classes, and one Title I resource teacher who is utilized as the head of a fourth and fifth grade pull-out reading program.

The original building, built in 1926, was replaced in 1996. The current building consists of four pods. The 100 pod houses Head Start, kindergarten, and first grade.The 200 pod houses fourth and fifth grades. The 300 pod houses second and third grades. The 400 pod houses the media center, gymnasium, cafeteria, offices, art room, science room, music room, and wellness center.

As of October 1, 1997, the racial-ethnic makeup (1997) reported for Site A students is; 0.0 % American Indian or Alaskan Native, 94.0 % black, not of Hispanic origin, 0.0 % Asian or Pacific Islander, 2.6 % Hispanic, 1.2 % Multiracial, and 2.0 % White, not Hispanic.

The faculty at Site A is comprised of 33 teachers, 26 females, and 7 males. Twenty-two Site A teachers have their master's degree. The average number of years experience is 16.63 and the average annual salary is $41,334.00.

Students are heterogeneously assigned to a classroom. The core subject areas are as follows: mathematics, science, language arts, and social studies. Time allotted to the core subjects varies according to teacher need. Specific times for subjects were discontinued approximately ten years ago to promote the integration of subject area and content taught. In addition to core subjects, students in grades kindergarten through three receive two 30 minute periods of physical education, two 30 minute periods of music, and one 30 minute period of art each week. Students in grades four and five receive two 40 minute periods of physical education, two 30 minute periods of music, and one 30 minute art period each week.

Students in third grade are assessed by the state of Indiana in reading, math, and writing. All students are assessed quarterly on a district wide report card. Students in kindergarten receive letter grades of S (satisfactory), I (improving), NR (needs review), and H (help needed). Students in grades one through five receive letter grades consisting of A (92-100), B (85-91), C (72-84), D (65-71), and F (0-64).

Students in kindergarten use two different adopted reading series. Scott Foresman's Celebrate Reading! (1996) and S.R.A. Distar Reading Mastery I (1988). Grades one through five use Scott Foresman's Celebrate Reading! (1996). The Whole Language philosophy is incorporated into the language arts and spelling program, using literature to enhance the teaching of strategies and skills.

In math, students in kindergarten utilize Math Their Way (1976) by Center for Innovation in Education. Students are not ability grouped. Students in grades one through five use Houghton Mifflin (1992).

MacMillan/McGraw-Hill (1997) is the social studies series for grades kindergarten through five. In addition, kindergarten students are taught through thematic units. The science series used by grades kindergarten through five is Science Curriculum Improvement Study (SCIS) (1993).

Computer education is taught in every classroom, kindergarten through five. All classrooms have three to four computers for students' daily use. Sixteen AlphaSmart 2000 data entry laptops are available for student use.

A Learning Disabilities Program is offered to children in need. Title I intervention is available to students who need additional assistance in reading and language. A Human Services Director is available to meet with students who demonstrate at-risk tendencies. A speech pathologist services students identified with speech impediments. Indiana Statewide Testing for Educational Progress (ISTEP) remediation is provided through an annual summer program.

Description of Surrounding Communities: Setting A

According to the Performance Based Accreditation Report (PBA) (1997-98), Site A is an inner city school with an enrollment of approximately 486 students. The neighborhood surrounding the school consists of low income housing with the average home costing thirty to forty thousand dollars. The poverty level of most families is reflected in the 353 Site A students who receive daily free lunch, and an additional 42 students who receive a daily reduced lunch. Twelve percent of Site A families are unable to maintain daily telephone service due to insufficient payment.

Although Site A is a public school, the students are strongly encouraged to wear the adopted school uniform of plain white dress shirts and dark blue or black bottoms. Seventy-eight percent of the students comply on a regular basis.

Immediate Problem: Setting B

Site B is one of 16 elementary schools, five middle schools, and four high schools. It houses 565 students in grades kindergarten through fifth. Based on the 1997-1998 school year figures, the average class size for each grade level is as follows: kindergarten 19.6, first grade 17.8, second grade 22.7, third grade 20.4, fourth grade 24.0, and fifth grade 23.5. There are five half day kindergarten sessions, five first grades, three second grades, three third grades, two fourth grades, three fifth grades, one Multi-Age Primary Community with grades one, two, and three, and one Multi-Age Intermediate Community with grades three, four, and five. In addition, Site B houses one special education class, and has two fully inclusive special education programs.

The building, built in 1948 consists of two levels. The main level houses grades kindergarten and one. In addition, this level also houses the gymnasium, cafeteria, music room, offices, nurses office, PTA room, resource center, one moderately handicapped room, and an At-Risk room. The second level houses grades two through five, two multi age communities, one special education room, a speech therapy room, a professional development room, an art room, and a science room.

As of October 1, 1997, the racial-ethnic makeup (1997) reported for Site B students is; 0.5 % American Indian or Alaskan Native, 3.5 % black, not of Hispanic origin, 1.8 % Asian or Pacific Islander, 16.4 % Hispanic, 0.0 % Multiracial, and 77.8 % White, not Hispanic.

The faculty at Site B is comprised of 34 teachers, 32 females, and 2 males. Twenty-three teachers have their masters degree. The average number of years' experience is 18.26. The average annual salary is $42,387.00.

Students are heterogeneously assigned to a classroom. The core subject areas are as follows: mathematics, science, language arts, and social studies. Time allotted to the core subjects varies according to teacher need. Specific times for subjects were discontinued approximately ten years ago to promote the integration of subject area and content taught. In addition to core subjects, students, in grades one through five receive two 30 minute periods of physical education, two 30 minute periods of music, and one 30 minute period of art each week. Students, in grades four and five, receive two 40 minute periods of physical education, two 30 minute periods of music, and one 40 minute art period each week. Students in kindergarten receive one 30 minute session of physical education per week.

Students in third grade are assessed by the State of Indiana in reading, math, and writing. All students are assessed quarterly. Students in kindergarten and grade one receive letter grades of ; + (met goal), √ (making progress), H (help needed), R (refer to comment), and X (not covered). Students in single-age classrooms (traditional) grades two through five receive letter grades consisting of A (92-100), B (85-91), C (72-84), D (65-71), and F (0-64). Students in Multi-Age Communities receive academic letter grades of IL (introductory level), PL (progress level), and SL (skill level). In addition, Multi-Age Community students receive performance letter grades of OP (outstanding performance), SP (satisfactory performance), and UP (unsatisfactory performance). Progress is reported in the form of a rubric in grades kindergarten through one. Multi-Age Community progress is documented in the form of a narrative report.

Students in kindergarten through grade five use Celebrate Reading! - Scott Foresman (1997) . The Whole Language philosophy is incorporated into the language arts and spelling program, using literature to enhance the teaching of strategies and skills. Multi-Age Communities incorporate literature based learning into a thematic curriculum. Primary Multi-Age Community enriches the spelling curriculum by using Sights for Sounds (1978).

In math, students in kindergarten utilize Math Their Way (1976) by Center for Innovation in Education. Students are not ability grouped. Students in grades one through five use

MacMillan/ McGraw- Hill (1992). Multi-Age Community students are grouped by ability and use a hands-on approach to math.

MacMillan/McGraw-Hill (1997) is the social studies series for grades kindergarten through five. In addition, kindergarten students are taught through thematic units. A thematic curriculum provides the basis for the multi age communities' social studies program. The science series used by grades kindergarten through five is SCIS (1993).

Computer usage is determined by teacher discretion. A computer lab is available on a first come, first serve basis. There are portable computers on each level. Sixteen AlphaSmart 2000 data entry laptops are available for student use.

An At-Risk Program is offered to children in need. A moderately handicapped class, two fully inclusive learning disabled classes, and one pull out learning disabled class are available for qualifying students. A speech pathologist, as well as a physical therapist, service students identified with special needs. ISTEP remediation is provided through a biannual after school program.

Description of Surrounding Communities: Setting B

According to the PBA report (1997-98), Site B is the largest elementary school in it's city. Site B is an inner city school with an enrollment of approximately 565 students. Three years ago there was a necessary redistricting to reduce the number of students from 640 to the present number. This enrollment has remained consistent for the past three years. Site B receives some children from other attendance areas in the city due to an open enrollment plan.

The Site B community is composed of middle to lower income blue collar workers. Property values are below average with the majority of the homes selling in the forty to sixty thousand dollar range. Many families are suffering from a lack of steady work as reflected by the

150 students on free or reduced lunch. Approximately 25 % of the Site B families have a single parent or have suffered the stress of divorce and remarriage. The community is composed of mostly homeowners with a vested interest in the neighborhood concept. The majority of people in the Site B community have not attained an educational level beyond high school.

National Context of the Study

The elementary school curriculum has been traditionally book-oriented. In adopting this form of curriculum, a child who may be Bodily/Kinesthetic, Visual/Spatial, Musical/Rhythmic, or Logical/Mathematical (Gardner, 1985), may be engaged in a way of learning that could be detrimental to their ultimate success. In order for students to accept personal ownership in learning, they need to be given the opportunity to express themselves in a manner that is comfortable and beneficial to them. In addition, teachers, as facilitators, should be responsive to a student's self-expression and provide the student with multiple ways to express his/her understanding of a concept. "It is believed that if students help create the curriculum, the classroom dialogue about this process would shed light on how to make learning experiences more cohesive and purposeful" (Nelson, 1994, p.71).

According to Checkly (as cited 1997A), Gardner defines intelligence as

> The human ability to solve problems or to make something that is valued in one or more cultures. As long as we can find a culture that values an ability to solve a problem or create a product in a particular way, then I would strongly consider whether that ability should be considered an intelligence.
>
> First though that ability must meet other criteria: Is there a particular representation in the brain for the ability? Are there populations that are especially good or especially impaired in an intelligence? And, can an evolutionary history of the intelligence be seen in animals other than human beings? (p.8)

Knowing and understanding this definition, prompts the need for teachers to revisit the way they teach, as well as, demonstrate a need to observe, record, evaluate, and analyze their students' behaviors in order to provide a method of instruction which encourages student success. Gardner's Multiple Intelligence Theory (1985) allows students the opportunity to connect the most beneficial method of individual learning with possible future careers that will enable them to develop their personal strengths.

CHAPTER 2

STUDY DOCUMENTATION

Study Evidence

Gardner recognizes three main ways that his theory [of Multiple Intelligence] can be used by educators. These are by: 1) cultivating desired capabilities and talents in our students, 2) approaching a concept, subject matter, or discipline in a variety of ways, and 3) personalizing education as we take human differences seriously (Nicholson-Nelson 1998). As educators we identify with the old Chinese proverb, which ponders the question, of whether it is better to give a man a fish and feed him for a day or to teach him how to fish in order to feed himself for a lifetime, thus creating the idea that a lifelong learner is capable of becoming a self-sufficient individual. In our experiences as educators, we have discovered the need to change/alter our way of teaching to meet the changing needs of students of the twentieth century and beyond.

Henceforth, this study will be a parallel journey of two educators; their challenges and changes documented as they discover and apply the aspects of Gardner's Theory of Multiple Intelligences in their daily practice. Julie is a full-day kindergarten teacher in an inner-city setting (setting A) and Donna is a teacher in an urban multi age community classroom servicing grades three, four, and five (setting B).

Julie

Within my philosophy of teaching, I believe the purpose of education is to open up many venues of thought for a person, thus enabling them to make conscious rational decisions in life. I believe, it is my purpose as an educator to facilitate this process. Building upon that belief, it is my hope that providing education will breed a lifelong desire to learn, as well as, expand thought while building an appreciation of the beauty of life by not merely passing through it, but experiencing it.

I believe, students learn organized bodies of information through personal experience. "Learning is life and life is learning," a mentor once told me. It is such a broad statement that it becomes almost trite. Regardless, I took it to mean that students learn best by doing. I incorporate this into my teaching, not only because it is developmentally appropriate for my kindergarten students, but because I have seen the most student growth from it. I felt a blinding revelation after my first field trip experience with my students eleven years ago. Reading, writing, drawing pictures, and building vocabulary about apple orchards will never add up to the learning experience of actually being in an orchard. Smelling the wet grass and watching the bees, feeling the roughness of the tree bark, the smoothness of the leaves, and tasting the sweet, juicy crunch of an apple just picked off the tree will never add up to any amount of descriptions found in a book. Consequently, I now take my students on, at least, one field trip/field experience a month. It is my fervent hope that if they see the beauty, they will inevitably find the value.

Donna

My philosophy of teaching is to teach students to learn and to search for answers, ultimately encouraging them to become lifelong learners. When a student is taught how to locate answers, then there isn't anything in life they cannot accomplish. Students need to be able to discover information in order to prevent the mistakes of history and society from repeating themselves.

Professional Background

Julie

My career as an educator has been a consistent one. Fresh out of college and ready to face the future, I found it difficult to land a teaching position. Although, all of my practicum experience was with children over the age of eight, the only position offered to me was a full day kindergarten class. Since it was already October and the job market was slim, I accepted the position. I was to join a team of three kindergarten teachers who had fought a long, hard battle to have an additional teacher hired to relieve their overcrowded, thirty-two student classes. The classroom, I was given, was actually half of a suite of rooms. My room was very small and very old. It had fifteen foot ceilings, wood plank floors, huge, noisy cast iron radiators and a fireplace at the far end. As time would tell, I was to be introduced to the extensive range of wildlife that resided within, or found it's way into, my classroom. An endless multitude of mice topped the list, which also contained roaches, water bugs, pigeons (which came down the flue of the fireplace), and bats which crawled up the radiator from the dirt-floored basement. Bright-eyed and smiling, I met my new students with exuberance that only naivete can produce. Not having a clue what to do with such young children, I embarked upon a journey which continues to this day.

My first year of teaching consisted mainly of the discovery that getting twenty-two five year olds all moving in one direction or focusing on one task was a feat in and of itself. With the exception of puzzle time, my class functioned as an entity of one. It took two years to convince me that this was not only unnecessary, it was a developmentally inappropriate practice as well.

Having received my teaching degree from a university in a neighboring state, I was informed, much to my chagrin, that my status as a licensed kindergarten teacher was not reciprocal to the state where I was teaching and I would have to go back to school to receive an additional endorsement to my license or face termination from my position. It took me three years to complete the endorsement requirements. For the hassle this produced, it turned out to be a worthwhile endeavor. Had it not been for my new course work pointing out how much I didn't know about early childhood, I might have otherwise become a paper and pencil pushing teacher, forever to blindly follow the whims of a textbook company. Instead, I was inspired to pursue the knowledge of teaching young children and the methods by which they learn.

Over the years that followed, many changes occurred in my teaching style, structure of my daily routine, and the physical aspects of my classroom. I began to fervently pursue all aspects of teaching young children. I participated in a multitude of course work and workshops on learning styles, developmentally appropriate practices, technology in the classroom, hands-on learning, learning centers, the whole language approach, and thematic units. After each experience, I altered my attitude toward teaching and applied my most currently acquired knowledge to my classroom. My physical classroom also changed. No longer was I sequestered in the other half of someone else's classroom, but, through a five year process had abandoned the old building for a newly built facility. I now have a carpeted classroom with a pit and a loft. It is now fully equipped with the latest technology, including several computers, printers, a thirty-six inch television monitor and personal voice mail on my classroom telephone. I have come so far, and yet, I feel as though my journey has just begun.

Donna

I entered the real world of elementary school teaching ten years ago. Naive and undaunted, I jumped right in with both feet, eager to touch the students' lives. I began my teaching career as a first grade teacher in a parochial setting. I was responsible for the education of thirty-three six and seven year old children. I had ideas about student-centered learning, but the structure of the school, administration, and parents forced me to be a textbook teacher.

From here, I found a job in a public school, once again as a first grade teacher. While the curriculum remained the same, I was allowed more creative freedoms. I felt pressured to make sure the students learned how to read, write, and add so I continued to use the textbook as my primary teaching tool. Besides, the textbook companies made it easy, all I had to do was go page by page and I would be assured of meeting state guidelines for the curriculum

At the beginning of my third year of teaching, I was forced to take a position teaching fifth grade. After the initial apprehension, ok! heart-stopping fear, subsided, I began the year. I quickly realized that although fifth graders demand more structure, than first graders, they respond well to humor, active participation, and decision making. It was while teaching fifth grade that I began deviating from the text and branching out and trying "new things." The initial focus of my deviation from the text was in the subject area of science. We created rain forests in the classroom, focused on environmental studies, went camping, and dissected owl pellets. I continued to be bookish with regards to literature, social studies, and math.

I began to experiment in the subject of literature by doing some flex grouping. With assistance from the Special Education teacher, I began to experiment with the inclusion of learning disabled and mildly mentally handicapped students in a traditional classroom setting. This was the turning point for the rigidity of my teaching. My philosophy of education was developing and I began to realize that all student can learn, but they need to learn how to learn.

I remained in a traditional fifth grade classroom, for another year, before I was presented with a truly unique opportunity to change my teaching and to touch lives.

Seven teachers, the Resource Center teacher, and principal wrote a grant (Appendix A) to experiment with an alternative way to teach. The focus, of the grant, was to establish two Multi-Age Communities of learners, abandon textbooks in favor of literature based learning, hands-on math, and exploratory learning. It also shifted away from assigning letter grades, to writing narrative reports that individualized each student's progress.

There was a lot of learning going on. Teachers and students, no longer dependent on textbooks, were forced to find alternative ways to teach and learn. Professional development was invaluable. Finally, students began to become excited about learning. As students became more successful about learning, they became more responsible for their learning and behavior.

As a teacher, I began to read journals and experiment with and apply what I had learned. As my teaching style changed, my confidence and abilities increased. I became more willing to stretch as a teacher and explore alternative teaching methods. I began to incorporate cooperative learning, thematic instruction, whole language , Math Their Way, and hands-on instruction into the curriculum.

Textbooks no longer hold the appeal they once did. They are merely a resource tool. My teaching team depends on the Indiana State Curriculum (Appendix B) to dictate the skills we cover. We build and develop our themes around these guidelines presented by the state. In our five years, we have covered: Native Americans, Africa, Japan, the American Revolution, the War of 1812, the Civil War, Trail of Tears, immigration, westward expansion, and slavery. We will be exploring our universe and its visible and invisible mysteries during the coming school year.

Professional Development

With the common philosophy of being lifelong learners, we have had numerous opportunities to enhance our development as educators. Teaching in the same school system, many of our developmental opportunities have overlapped. The following is a list of commonalities:

- Activities to Integrate Math and Science (AIMS) - a supplemental thematic program which integrates math and science.
- Conflict Resolution - problem solving techniques which allow students to be responsible for and manage their personal conflicts.
- Cooperative Learning - strategies to aid students in the process of working as part of a team.
- Math Their Way / Math A Way of Thinking - a hands-on approach to teaching mathematics.
- Positive Mental Attitude (PMA) - an intrapersonal look at goal setting and self-management techniques.
- Project Learning Tree - strategies to incorporate environmental studies into the curriculum.
- Project Wild - strategies to incorporate wildlife studies into the curriculum.
- The Wright Group - a thematic approach to literature, writing, and grammar instruction.
- Translating Brain Research to Classroom Practice - Dr. Pat Wolfe presentation.

Our professional development endeavors have not all been common, we have each pursued individual development opportunities that were pertinent to our respective teaching positions.

Julie

I have pursued the following:

- Indiana Association for the Education of Young Children (IAEYC) - a professional organization designed specifically for advocating the education of children from birth through age eight.
- Hammond School City Technology Training - a series of computer-based workshops
- Kindergarten Endorsement - an addition to my Indiana general teaching license.
- Learning Workshop - strategies which incorporate literature-based, whole language, thematic teaching skills.

- Multi-culturalism Workshop - a workshop designed to promote sensitivities of other cultures and differences.
- Sunny Side Up - a workshop designed to guide teachers in the creation of visual aids to be used with thematic instruction.
- Text book Adoption Committees - a design team formulated to review the potential textbook to be used by the school system in the upcoming years. I served on the teams which chose language arts, math, and social studies texts.
- Great Explorations in Math and Science (GEMS) - a workshop to thematically integrate math and science.

Donna

I have pursued the following:

- Developmentally Appropriate Practices (DAP) - a series of workshops designed to make teachers aware of the different growth levels of children.
- Gifted Education Courses - an endorsement to my original teaching license.
- Family Science - a workshop which promotes involving parents in the instruction of science.
- Great Lakes Curriculum Team - a design team with the task of creating a curriculum for instruction on the topic of the great lakes.
- Science Mobile - training workshops designed to bring additional science curriculum into the classroom.
- Text book Adoption Committees - a design team formulated to review the potential textbook to be used by the school system in the upcoming years. I served on the teams which chose health and social studies texts.

Professional Growth

In addition to our numerous professional development endeavors, we, as individuals have pursued many professional growth venues within our separate educational settings.

Julie

I have pursued the following:

- Core Team Member - a city-wide cohort group which discusses leadership issues.
- Design Team Member - specific goal-oriented, short term, problem solving committees.
- Co-Writer, Teacher and Coordinator of Computer Camps - student and adult oriented instructional sessions designed for computer instruction.
- Co-Writer and Teacher of Kindergarten Camp - a summer remediation and extension of Kindergarten instruction.

- Co-Writer, Teacher and Coordinator of Multimedia Camp - a series of summer, student oriented, instructional sessions with a goal of creating a multimedia presentation documenting the demolition of our former school and the construction of the new building.
- Hammond Education Foundation Grant recipient - I have received grants for the following original programs:
    - T.O.T.S. (Toys Offered to Students) - a program allowing students to take home educational toys on a weekly basis.
    - The Parent Place - money from this grant allowed me to create a multimedia parent library in my classroom.
- Program for the Academically Advanced - instructor for a program offered through Purdue University Calumet, designed to enhance math and science learning in gifted second and third graders.
- Plan Team Member - a school decision-making body elected into position by peers.
- Speech Team Coach and Sponsor - I organized a team of fourth and fifth grade students to perform a variety of orations and ultimately compete with others students in neighboring schools.
- Technology Cadre - a design team organized to address problems and instruct peers on the usage of building technology.

Donna

I have pursued the following:

- Core Team Member- a city-wide cohort group which discusses leadership issues.
- Expanded Studies Program (ESP)- a summer school opportunity for designated gifted students. The courses are designed to reflect the personal interest of the instructor. I have taught the following courses:
    - Mixing Math and Science,
    - The Great Paper Chase,
    - Mass, Measurement, and Menu,
    - Orient Express,
    - Body Works I,
    - Body Works II,
    - Blood and Guts,
    - Balloons, Straws, and String,
    - How Did You Do That, Hammond?,and
    - Icky, Sticky, Stinky, Yucky Science.
- Hammond Education Foundation Grant Recipient- I have received grants for the following original programs:
- River Tank- an environmental self sustaining water tank, designed to reinforce the teaching of the life cycle.
- Art in the Classroom- a program which combines art and history into a comprehensive setting.

- Drum roll... Please- connecting music to writing by paying attention to how musical beat affects emotion.
- Plan Team- a school decision making body,elected into office by peers and co-workers.
- Remediation (Overhead and Underfoot)- after school help for students scoring below the state mandate on their ISTEP assessments.
- Science Bowl Coach- an academic question and answer competition.
- Science Fair Coordinator- a school wide competition during which students create and submit experiments that follow the scientific method.
- Science Olympiad Coach- a hands-on city wide science competition.
- Student Council Sponsor- coordinating a governing body of students.

CHAPTER 3

LITERATURE REVIEW

Throughout time, people have sought to comprehend the workings of the human brain. In 1981, Dr. Roger Sperry received a Nobel Peace Prize for research into how the left and right hemispheres of the brain process information. He theorized that the left hemisphere was responsible for the processing of linear and sequential information and the right brain was more simultaneous and creative. His research, as cited in David Lazear's Seven Ways of Teaching was known as "whole brain" processing (1991B).

Another theory suggests that within our one brain there are three separate brains. As humans developed as a species there came a need for higher level thinking orders thus the brain grew new layers. Dr. Paul MacLean, Chief of the Laboratory of Brain Evolution at the National Institute of Mental Health in Washington D.C., researched the Triune Brain and concluded that while all three brains are still there, they function in unison with one another.

Contemporary brain-mind researchers, Dr. Jean Houston, Dr. Robert Masters, Dr. Willis Harmon, and Dr. Luis Machado, dispute the belief that each person is born with all of the intelligence possible. They state that limits to intelligence may be self-made and are related to one's belief of what is possible. This theory opens the door to the idea that intelligence can be enhanced and one can consciously activate perception.

Dr. Karl Pribram of Stanford University compares the brain to a hologram. According to Pribram, "in a hologram, all of the basic information of the whole is stored within each part of the hologram, so that if it was in some way shattered, each piece would contain and be capable of reproducing all of the information of the former whole." (Lazear, 1991B, p. xiv) For example, a very small memory can bring back a full experience, thus linking the idea that a whole is stored within small sections.

The brain is constantly integrating all subject areas across a curriculum at all times. Brain-Based learning believes that everyone learns all subjects at all times. (Jensen,1996) A Brain-Based classroom should encompass an entire 24 hour day. There will be fewer textbooks and learning will become more accessible, provide more of an impact, and become more of a framework for daily lives. Multi-media will be brought to the forefront of education and will be used as instructional tools. There will be an increased need for block scheduling which will allow teachers and students the opportunity to develop individual ideas and themes and use more multiple intelligences with them.

Finally, is Gardner's Multiple Intelligence Theory. This theory states that there are many forms of intelligence and many ways we know, understand, and learn about our world.

Individuals are referred to as intelligent if they can solve the problems they face and can produce what their society places value upon. Intelligence has been treated as a potential only in the head of isolated individuals. Early psychologists assumed that intelligence was a single entity, in and of itself, and that it could be measured only by paper and pencil tests. Nicholoson-Nelson claims intelligence consists of three components: "The ability to create an effective product or offer a service that is valuable in one's culture. A set of skills that enables an individual to solve problems encountered in life. Gardner believes that 'IQ' is the capacity to solve problems and make things. It's the can-do part that counts. The potential for finding or creating solution for problems, which enables a person to acquire new knowledge." (1998, p. 9)

The theory of Gardner's multiple intelligences resulted from a Harvard University Cognitive research project titled Project Zero (Lazear 1991A). In this study both gifted and normal children were observed and the development of cognitive potentials were investigated. In conjunction with Project Zero, Gardner also studied the breakdown of intelligence capacities that resulted from brain damage. The results from these studies concluded that there were several criteria that had to be met before an intelligence could be identified.

Gardner identified eight criteria for the existence of these intelligences. The eight criteria according to Chapman (1993) are:

> Criterion 1 - Potential Isolation by Brain Damage
> Criterion 2 - The Existence of Prodigies, Mentally Handicapped Individuals with Savant Behaviors, and Other Exceptional Individuals
> Criterion 3 - An Identifiable Core Operation or a Set of Operations
> Criterion 4 - A Distinctive Developmental History, Along with a Definable Set of Expert "End-State" Performances
> Criterion 5 - An Evolutionary History and Evolutionary Plausibility
> Criterion 6 - Support from Experimental Psychological Tasks
> Criterion 7 - Support from Psychometric Findings
> Criterion 8 - Susceptibility to Encoding in a Symbol System. (p 5-6)

These criteria led Gardner to the identification of his eight Multiple Intelligences. Due to the fact that the eight identified intelligences are not all encompassing, there may be one or a hundred more intelligences waiting to be identified. Certain intelligences are being considered to date. They are the existential intelligence which is the realm of priests and philosophers (McDermott, 1998) and hearsay suggests that perhaps a technological intelligence dealing with computers and electronic multimedia may exist. Howard Gardner, in agreement with David Lazear states:

> I am confident that if there are seven intelligences, there must be more; and I am sure (as David Lazear seems to be) that each of these intelligences has sub components as well. My goal is to convince readers of the plurality of intelligence and to offer a reasonable list of what the several intelligences might be. Also, I should stress that, except in the rarest case, intelligences work in combination. All of us possess these intelligences and all of us can use them productively. Where we differ from one another is in our particular combinations of intelligences and in the ways in which we most comfortably deploy them. (Lazear, 1991A, p. vi)

Gardner has developed four stages of intelligence development identified as The First Encounter, The Employment, The Formal Education, and the Embrace. (Lazear, 1991B) The First Encounter Stage of development activates the senses. The more stimulation the individual receives, the greater their ability to manipulate ideas and develop that intelligence becomes. In the Employment Stage, the individual strengthens and practices the new skill. The Formal Education Stage is highlighted by basic training and solving problems in order to understand key concepts and apply problem solving skills. Once the basics of problem solving and making products in an intelligence is in place, the individual can embrace it with optimal confidence.

According to Nicholson-Nelson, "If you want to teach something that's important, there's more than one way to teach it." (1998, p. 10) Lazear, in replicating Gardner's studies, theorizes that there are three ways to utilize instruction of Multiple Intelligence. Lazear and Gardner agree that each person has all of the intelligences, yet they may be developed to different degrees within each individual. "We have within ourselves the capacity to activate all of our intelligences!" (Lazear, 1991B, p. xviii) Lazear believes that when teaching the intelligences the three possibilities for doing so are: teaching FOR the Intelligence, ABOUT the Intelligence and WITH the Intelligence. Teaching FOR intelligences means teaching the intelligence as a formal discipline, teaching the skills of math, music, and language as separate subject areas. Teaching ABOUT intelligence is developing lessons that teach students to recognize their own dominant intelligences, and how to access, strengthen and utilize them in real life situations, implying transfer. Teaching WITH intelligences is presenting a skill through the use of a lesson that combines more than one intelligence, using music or poetry to teach math.

Lazear has developed four stages necessary to teach WITH the intelligences. His stages are: Stage I - Awaken Intelligence, Stage II - Amplify Intelligence, Stage III - Teach For/With Intelligence, and Stage IV - Transfer Intelligence. To awaken intelligence it must be sensorial or intuitive. One must also learn techniques for "triggering" an intelligence. Amplifying intelligence involves the expansion of an awakened intelligence. Teaching FOR/WITH intelligence allows the learner to use other intelligences to acquire new knowledge. Transfer of intelligences is the integration of intelligence into daily living and using problem solving methods to function in the real world.

It is the quest, for the ability to function in the real world, which has brought us to the realization of a need to modify our teaching practices and methodologies. Over the six months, we paid direct attention to the multiple intelligences of our students and the way we approach these Intelligences through our daily instruction. We observed closely, our application of the Multiple Intelligence Theory and how these applications affect, not only our students, but our own, personal thoughts and feelings.

This was accomplished through a plan of action which included an informal identification of our dominant intelligence(s) and the dominant intelligence(s) of our students, a constructed framework for the development of thematic teaching units through the use of planning webs and thematic unit planning forms, and the usage of a wide variety of lesson plan formats to include, but not be limited to, Lazear's FOR,WITH, ABOUT model, the "If the Shoe Fits..." model, and the Multiple Intelligence Lesson Plan model. Field notes were utilized as data collection sources. The notes were constructed in the form of an informal, weekly journal. The journal, kept by each of us, was intended for intrapersonal reflection of the prior week's lessons, activities and products and to serve as a reminder to touch on all of the multiple intelligences, so as to meet the individual needs of our students.

CHAPTER 4
METHOD

The methods we intended to employ in our respective classrooms, coincided with Gardner's belief that:

> The theory can enter the classroom, and more broadly, the education of all individuals in a more complete way. It's my belief that virtually any topic and any concept can be approached in a number of ways, and that optimal teaching makes it possible for the largest range of students to learn about the range of human knowledge. Put more concretely, I'd like to think that any topic worth mastering-from Newton's laws of mechanics to perspectival drawing to an understanding of political revolutions-can be presented more effectively if the theory of multiple intelligences is drawn on pedagogically. Teachers should be able to present these materials using several intelligences; and learners-intrapersonally intelligent about themselves- should be able to bootstrap themselves to superior understanding in a way most appropriate to their own cognitive profile. (as stated in Lazear, 1991A, p. vi)

Personal Organization

Julie

The school year began as many do; building self esteem, forging a routine and making a smooth transition from home to school. The first few weeks of kindergarten seem to set the stage for the entire year. Each new class begins the year with anticipation and wonder of the unknown. I cannot be so presumptuous as to claim that I am the childfren's first experience of a teacher, for most have attended Head Start, preschool, or an organized day care of some type, but for a few, they are fresh, with no clue as to what the year shall bring. I, on the other hand, hold the keys to unlock this question. At this point, I have studied several theories in my Field Based Master's Program, and am eager to try them out. Glasser, Gardner, and Consructivism are swimming in my brain. These theories are melding, to form the path over which my journey will begin.

I have a plan, as most teachers do, for I needed to document this year like no other before it. I decided to keep a weekly personal journal, and document all of my important milestones and revelations throughout the year. I will send out a parent questionnaire to find out each child's dominant intelligence. I will change my lesson plan format by creating a daily schedule into which I will plug the activities laid out onto a thematic unit plan found in the Multiple Intelligence Lesson Plan Book (Appendix C). I will utilize David Lazear's FOR,WITH, and ABOUT model (Appendix D) and the "If the Shoe Fits..." model (Appendix E) of Multiple Intelligence lesson planning. I will complete the informal Multiple Intelligence Observation Checklist (Appendix F), adapted for my kindergarten students, with each student individually, to determine their strongest and weakest intelligence. With great enthusiasm, I set the year into action.

Donna

For the summation of my study, I have decided to collect my thoughts and ideas into one of three organizational methods. The methods I have chosen to use to corral my thoughts into an organized, followable, cohesive, consistent, manner include using journal entries written at the end of the week to highlight what went well, things to be tried again after being modified, and things that really bombed and a personal analysis of why this might have happened.

I have never been a teacher that put a lot of credence into using a plan book. It isn't until after most of my lessons are taught that they are actually written into my plan book. Then, they only are entered if I remembered to enter them, if I thought they were worth keeping, and the clincher, if I had time to fill it in. What I had amassed in 11 years of teaching was a disorganized, intermittent, sketchy tenure of what I felt had gone well in my career. Don't get me wrong, I'd kept track of and filed, in order, every worksheet, assessment tool, product idea, or other tool that had been created during the year. I have binders that are in chronological order and give a rather detailed account of my progress. I'd decided that I would keep this year's lesson plan book to be a sort of catalog or table of contents for the year. I decided that my plan book would contain a quote for the week, personal thoughts and comments, and milestones.

The final method to organizing my madness is following the If the Shoe Fits... lesson plan model. I was introduced to this method during our Multiple Intelligence course and I found it to be "Donna-friendly" and easy for me to use. It was structured, but it forced me to give my lessons enough thought so that the outcomes weren't "fly by the seat of my pants." This model allowed me to use my strength (Verbal /Linguistic) to plan my lessons and there was not a page staring at me filled with boxes, circles, or triangles that I had to fill in. Logical/ Mathematical and Visual / Spatial intelligences are a weakness for me, therefore, empty looming shapes unnerve me. I could use as much or as little room as I wanted, to get my lesson done. It did ask me to dig a little deeper into what I wanted to teach and decide how I would accomplish that.

Curriculum Planning

Julie

I work with a team of three other kindergarten teachers. Together, we create the skeleton of what our year should look like, curriculum-wise, and then we return to our respective classrooms and implement our team decisions using our own, personal, teaching styles. Together, the team decides what themes to teach throughout the year, when to teach them, which Indiana State Proficiencies the themes cover, and where to take our culminating field trip experiences. This year, thanks to the perseverance of our team leader, we had all of this mapped out during the previous spring. What a refreshing way to begin the year! Usually, it is a headache to coordinate dates with our field trip location, and then shimmy into an overcrowded bus schedule. Last spring, we made all of our reservations for each place we planned to visit for this year, then made ONE telephone call to schedule all of the busses for the entire year. Being proactive paid off by omitting the stress of last minute scheduling. This minor change, also, allowed us to inform the parents of all upcoming field trips months in advance, thus boosting our parent volunteers and chaperone participation enormously.

Donna

Due to the uniqueness of the program I am involved in, our curriculum isn't dictated by a textbook. The original grant, written in 1991, for the formation of the program stated that there was a need to reformulate the purpose of education. Harding School has been at the forefront of implementing change and site-based restructuring which will focus its attention to rethinking the purpose of education, redefining teaching and learning, curriculum reform, addressing student assessment, continuing professional growth, and a radical change in the structure of schools. The vision was a five year change process.

The first year, in the five year plan concentrated solely on Professional Development. The second year will see the establishment of the "Communities". A Community is to be defined as a group of seven or eight teachers who will work cooperatively together with the same students through their elementary career. The students will be heterogeneously mixed, with a diversified ability level viewed as an attribute not a detriment. The plan originally called for three teachers per team, forming two communities, a primary and an intermediate. In addition to the interdisciplinary teachers, the special education teachers, the remedial reading teacher, and the media center teacher will join the instructional team. In year three, two additional instructional teams would be formed. Again in year four, there would be an additional inclusion of two more teams. Our final goal, in our fifth year, was to have an entire Multi-Age Community school. Needless to say life doesn't always go according to plan.

Our plan deviated, from the original proposal at about year two when we lost our original resource center teacher and when we were no longer deemed a Title I school and, therefore, had our reading specialist reassigned. Our program did not grow beyond its initial 1-2-3 and 3-4-5 Multi-Age Community. We quickly learned that it took common educational philosophies and beliefs to make the Community viable and to force someone into a position they were uncomfortable with could ultimately mean the demise of the program. We, the Intermediate Community, did try to add a fourth teacher in the third year, but due to creative differences, philosophical differences, personality conflicts, or what have you, it didn't work and we went back to being a three woman team, working with an additional four woman team posing as the Primary Community.

With the Communities established, it became time to establish the curriculum that would be used for student instruction the first year and the following years. All of the initial planning begins in much the same matter. We deem one day, a curriculum day, and come together with any and all ideas we have brain stormed about topics that we might like to address in the coming year. We sit around tables and just throw out ideas. The parameters are exactly the same as they are for our students while they are brainstorming. Everyone's idea is written down, there are no right or wrong answers, and if an idea is unclear you can ask for clarification. Once a respectable list has been generated, the topics are narrowed, refined, detailed, discussed, and ultimately chosen upon. Our topic for the first year was Paddle to the Sea. We emphasized the journey of a canoe, made by a child, from Canada out to the ocean. Our students took a similar trek learning about fundamentals of each of Paddle's stops, as well as, a focus on Native Americans and our Great Lakes history. The umbrella theme for the second year was Continent Hopping. Traveling to

Africa, Japan, and South America was the focus of instruction for this academic year. Our next theme was an interesting one, in that it was originally envisioned to encompass a span of three or more years. It was titled "Footprints through American History- Moccasins to Moonboots." During what turned out to be a three year theme, we discussed Native Americans, the formation of the Americana Colonies, States, Governments, and War. We closed our theme, after the Civil War, because we as instructors were getting burned out on the theme and were getting "antsy" for something new. Our most recent theme is "Unsolved Mysteries." It is further divided into sub themes. These sub themes are "You," "Air," "Land," and "Water."

Once our theme is established, the real work begins. We take what the theme means to each of our respective areas of expertise, social studies, science, geography, and language arts, the Intermediate Community incorporates this into their reading curriculum since we only have three teachers, and hit the libraries. The initial theme is generally planned prior to the end of the school year so we have a couple of weeks to visit libraries and bookstores and then about the end of July, we come together and share what we have gathered. From here we firm up the topic, fill in any holes, clarify its meaning, gel what major topics we will cover, cross-reference the theme one more time with our state proficiencies to make sure that everything is covered, and then spend the remainder of the summer planning and deciding how to implement the material using our teaching styles. Approximately, two weeks prior to the beginning of the school year, we meet again and our year begins. We use the information we have garnered to establish our planning webs (Appendix G). These webs are generally broken down by sub theme and are used for a grading period. They include the subject material that is to be covered and in which subject area it will be addressed. These webs serve as a time frame that keeps everyone focused and keeps the two communities parallel in so far as what we teach. The webs do not dictate how we teach, rather just serve as a method to keep, our attention focused on what we agreed to cover and to provide a general time frame in which to do this.

Field trips and guest speakers have become an integral part of our program planning and success. We have become avid readers of junk mail, newspapers, community bulletins, and travel brochures. It is our belief that field trips and guest speakers can only enhance what we are trying to teach and will only serve to enrich the lives of the students. We have taken some of the traditional trips to museums and the like, but we have also stumbled upon some truly outstanding trips as well.To extend our classrooms, we have taken a trip to the Joliet Locks to get a bird's eye view of how they really work. We had already simulated locks in the classroom. To connect with our theme in Japan, we visited a restaurant and had a traditional meal created for us. We have often traveled no further than our backyards. We visited a cemetery to research the founders of our city. We pond dipped specimens from a small lake near our class to take back analyze, raise, and eventually re-release to their habitat. We are fortunate that the dunes are found, literally, in our backyard, and we have spent several nights communing with the great outdoors and conquering the "Great Big Hill" at sunset. We have exposed the students to art, the theater, and the symphony. Many times, even though these opportunities are available, our students would not be exposed to them if it weren't for this program. All of our extracurricular trips are designed to fit the theme and are pre and post discussed. Most trips are taken with worksheets, designed by the teachers, who have gone previously, which the students spend time filling out and then these worksheets become the focus for discussions after the trip and the basis for product planning.

As with our field trips, our guest speakers are planned with care and serve to enhance our themes. We have had Civil War Reenactors come and spend the day with the students. Native Americans have visited and taught a craft. A hunter came and instructed us about tracking and using as much of what you hunt as possible. Environmentalists have visited and encouraged us to be stewards of Earth. Scientists and chemists have visited and intrigued us with experiments that peaked our curiosity and encouraged us to discover our own answers. During Black History Month and our Civil War study, actors portraying Abraham Lincoln and an abolitionist came to visit as well as a southern planter. These hands-on simulations add dimension and impact to otherwise paper and pencil experiences. These are the experiences memories are made of.

Finally, we write many, many, many grants. Every opportunity we come across to earn money or equipment for the school, we take advantage of. Our grants are generally written as a team event and are fully inclusive.

One grant that was written and accepted was titled "Drumroll Please..." (Appendix H). It was a brainstorm of mine that came after asking the question, where does my class need improvement? The answer, which came from my personal Multiple Intelligence checklist and those of the majority of my students, was in the area of music. I decided to combine writing, emotion, and music into a fun-filled adventure delving into the different genres of music and the mood that it evokes in the listener. These moods would then be transferred and expressed through the written word.

Altering Student Assessment

Julie

Pencil and paper tests have never been a sound option in kindergarten. I have always found true assessment through an authentic approach. This year, though, I interjected a plethora of assessment tools which included; rubrics, observation checklists, observation note cards, and a student field trip journal. Biannually, I administer one standardized test to my students. The Early Prevention of School Failure Screening (EPSF testing) is one of the few authentic, developmentally appropriate, standardized tests I have found. This screening process was originally adopted by our school system to universally identify those students who had the greatest need in the language area, thus provide them with Title I assistance. For reasons of their own, many schools have stopped using this screening process. Through a series of five sub tests (the Peabody Picture Vocabulary Test, the Preschool Language Scale, the Visual Memory Indicator, the Draw-A-Person, and the Motor Activity Scale), a profile grid (Appendix I) is generated for each child which measures his/her Receptive Language, Expressive Language, Auditory Discrimination, Visual Memory, Fine Motor and Gross Motor skills. In each of the skill categories, the child is ranked, in order of highest to lowest, Considerable Strength, Moderate Strength, Average, Moderate Need, and Considerable Need. The EPSF test is administered once in August, before the child enters kindergarten as a Pre-Test assessment, and then the exact same assessment is administered in May as a Post-Test assessment comparison. Each time the test is administered, the raw data collected from the screening is fed into a computer program, which in turn, produces a profile grid. This grid demonstrates the skills listed above, and provides a vocabulary-based, age-equivilent which can be compared to the child's actual age in years and months.

For each of the four grading periods I have developed, through the collaboration of the kindergarten team, a report card testing form (Appendix J). This form represents the sub skills of the Indiana State Proficiencies each kindergarten student is to master by the end of the school year. This is merely a form to record student performance based on tasks covered in class. The data collected is then transferred onto the report card (Appendix K) put forth by the school system.

Throughout the school year, I keep a portfolio folder for each student. I have done this for the past few years, and each year I make a few minor alterations to the format. This year, I have merely kept samples of student work and products. I keep a copy of each child's self-portrait, done once at the beginning of the school year, once at the end of the first semester, and done once again at the end of the year. This one activity speaks volumes about the child's perception, attention to detail, and fine motor control when compared to his/her previous drawings. The portfolio also houses various attempts at the writing process, photographs of manipulative works, and products or projects the children do not allow me to keep.

This year, I also administered, on an individual basis, the Multiple Intelligence Checklist (Appendix L), which I altered slightly for my kindergarten students. The checklist is designed to identify each child's strongest and weakest intelligence. I completed the adult version of the checklist, for my own personal reference, fully intending, to retake and re-administer these checklists later in the year to identify any changes.

Donna

At the conception of the Multi-Age Communities was the philosophy all of the participating educators shared regarding the assessment of student progress. We all held true to the belief that if you truly want students to learn, then you must supply them with the tools they need and the reinforcement and encouragement necessary to accomplish this. What you cannot do is force a child to learn a concept or skill within a set time frame. You must also provide an environment that is conducive to learning and is non-threatening. We quickly determined that the first thing that had to be eliminated from the traditional classroom was the traditional report card. We, sat down at the end of our first grading period, with a team of parents, and talked about what each group of people needed. The result was our very first attempt at a method for reporting student progress (Appendix M). Every grading period since then, our progress reporting system has been modified to meet the changing needs of the program, the teachers, the parents, and the students. I think our most recent progress report

(Appendix N) is our best, yet, but I am confident that it too will be modified, based upon new ideas, techniques, and strategies we are learning.

While meeting with our parents to set up the initial format our progress reports would follow, we took the time to really listen to what the parents had to say. They needed more information from the teachers as to how their child was progressing. We listened and developed a weekly progress report (Appendix O) that is sent home every Thursday to be signed and returned on Friday. The weekly progress report lists all of the subject areas covered and has a checklist for whether the child completed the required assignments, completed in class work, did not meet the assignment due date, and whether there are upcoming assignments due. We recently added a column for on-task behavior, that is was the child focused, engaged, and accepting of their team responsibility for the class period. The weekly progress report gives the parents a quick way to monitor the progress of their child. The progress also serves as an invitation for the child to enjoy free-choice time on Friday afternoons provided that all of the required work was completed during the week. The students forego one 15 minute recess a day, because it just didn't fit into the day, in favor of a weekly block of time during which they may choose what they want to do. We also bank time and take a fun, invitation only trip at the end of the year to Odyssey Fun World, Discovery Zone, or some other non-academic trip.

In addition to our own formal assessments, we are subject to the same rules as traditional classrooms regarding standardized tests. This year, we administered the ISTEP to our third graders and the Terra Nova to our fourth and fifth graders. We administer these tests because we must and because ultimately their outcomes will dictate if our students receive their high school diplomas or not, but that doesn't mean we agree with the practice. Multiple intelligence courses, alone, have taught me that some students will never be test savvy, and others will do phenomenally on them, but will flounder in a classroom setting where reading and writing are not emphasized. When will we learn to educate and assess all students based upon their individual needs?

The uniqueness of our program has also forced us to look for novel ways to assess student growth and comprehension of subject matter. We don't use traditional textbooks to drive the curriculum, so we likewise can't depend on textbook companies to provide us with a paper and pen test to reflect student success. The initial year of our program, even before the classes were chosen, was spent learning alternative strategies to measure comprehension and develop products to stretch students academically and behaviorally. With practice, we have learned to develop rubrics, checklists, teacher evaluations, peer evaluations, self evaluations, and group evaluations to check in and monitor progress. We rely heavily on observation and dialogue with the students to monitor progress. One of the hardest things to accept and to change was to remove myself from the role of teacher, to let the students adopt this role, and to move toward the role of merely a facilitator. Once you let go, and see that the students thrive from being able to teach one another, you get goose bumps and then finally turn back to the drawing board to find new ways to challenge those moldable minds. Conversation is a mainstay of our assessment. It may not all be verbal, but we have learned to use dialogue journals and portfolios to give students a voice and power over their educations. The end of each literature period is marked by a student completed survey (Appendix P) which highlights their successes and allows them to set goals for the next period. These surveys become a part of the student's portfolio.

Adopting New Strategies and Theories

Julie

As mentioned previously, I had, through my FBMP course work, learned many new teaching strategies and built upon prior knowledge of certain strategies I had already been trained in. The first and foremost theory in my mind was the theory of Multiple Intelligence. I had gone into the FBMP Multiple Intelligence course with a working knowledge of Howard Gardner's theory, and after completing the course, there was still more that intrigued me about this theory. I bought several books and continued to investigate. It seemed, I already knew that this was going to be the theory I would strongly base my school year upon.

Over the past summer, I had developed a completely new system of addressing the homework situation for my students. A weekly folder full of worksheets no longer seemed an appropriate or worthwhile homework pattern. I had succumbed to the pressure of the parents in the past, and provided those dreaded folders, but this year would be different. My new homework system would cover the state recommendation of parental involvement, as well as increase the amount of time, per day, that a child was read aloud to. I dubbed the system "Story Sacks" and weekly, provided one per student.

Each "Story Sack" consisted of one to three stories which had a common theme, puppets or props for retelling the stories, a recipe based upon the theme or a particular story in the sack, and other corresponding activities. Parents would be trained in how to best utilize the sacks at home, and would sign a compact (Appendix Q), along with their child, promising to take care of all belongings in the sack. After each grading period, parents and students would evaluate (Appendix R) the sacks that had been brought home thus far. The class set of "Story Sacks" would be created and based around each of the eight identified Multiple Intelligences, with a minimum of three sacks per intelligence. For example, "Story Sacks" based upon the Logical-

Mathematical Intelligences would include stories such as The Teacher Who Could Not Count, The Wildlife 1•2•3 Counting Book, and Counting. "Story Sacks" based upon the Intrapersonal Intelligence would include Franklin in the Dark, Ira Sleeps Over, and The Little House. "Story Sacks" also lent themselves well to the interpretation of William Glasser's theory of positive discipline that everyone has four basic needs; fun, freedom, power, and love / belonging and conflicts arise when these four basic needs are not met. "Story Sacks" provided the fun of bringing home a new sack filled with exciting materials every week, the freedom of having that sack at their disposal for the entire week, the power of controlling when and how the activities were completed and the need for belonging by making the class dependent upon one another to take care of the items in the sack and return them on time for the next child to take home.

Within the dynamics of any classroom, every child's needs cannot be met at every moment of the day, and sometimes conflicts arise between students. In cases like these, I would employ the Conflict Resolution strategy. Conflict Resolution is a non-violent solution to addressing conflicts which arise daily in the classroom or on the playground. Through role play, I would provide my students with the skills of solving minor conflicts. Those nagging complaints that five year olds display so often, such as " He's calling me names, She stuck her tongue out at me, He keeps touching my book..." can all be solved independently from the teacher by having the children learn to utilize an "I Message." The "I Message" is simply a sentence frame where the child fills in the appropriate blanks with their particular problem. For example, instead of complaining to the teacher that "He keeps touching my book," the offended child turns to the offender, looks him/her in the eye and states: " It makes me feel angry when you keep touching my book and I want you to keep your hands to yourself," or " It makes me feel sad when you call me names and I want you to stop." Through positive reinforcement, this difficult task is a definite step toward independent conflict resolution.

There were other theories we were exposed to, as well, I felt very comfortable with Cooperative Learning and although I have been utilizing this theory for several years, it was still a model I wished to pursue further. By allowing the students time to feel comfortable with the school routine, and get to know one another a little better, I developed base groups for my class, taking into consideration learning styles, personalities and the obvious Multiple Intelligence tendencies I had observed.

Donna

While I view myself as a progressive teacher, instructor, facilitator, and learner I do recognize that there are strategies and techniques that make my job easier. For these strategies I am grateful, and to those who have encouraged or demanded that I incorporate them into my teaching, I thank you. However, many of the strategies and techniques I employ in my teaching have just recently been titled, I have been doing them, but was unaware of the reasons why. Saint Xavier University and the Field Based Master's Program put a name to what I've been doing and reaffirmed that what I am doing is in fact "student friendly" and appropriate.

Our school corporation, for the past several years, has employed the techniques of Conflict Resolution. This is a program designed to instruct students as to how to solve their own problems when they arise. The program teaches the students skills such as "I Messages" to employ when faced with conflict. An "I Message" is a prompt students use to let a peer know that they are being offensive or disruptive. Hammond has put such stock into this method of handling everyday conflicts, that they have extensively trained several teachers in each building and have allowed each building to have a teacher, who earns a stipend, as a Mediating At-Risk Facilitator. I must say that this technique has eliminated much of the everyday conflicts such as; name calling, complaining to the teacher, tattling, and other trivial matters. Being the teacher of upper elementary students, I also have "peer mediators" in my room. These students are trained to solve minor conflicts that can't be solved with a simple "I Message," but are not serious enough to warrant teacher intervention. These peer mediators meet once a month and discuss ways to solve problems peaceably.

As wonderful as our Conflict Resolution program is, it does not completely solve all of the behavior problems. In accordance with our PBA guidelines, our school deemed some behavior problems more serious than could be handled by Conflict Resolution alone. The school decided to make it a priority and to appoint a committee to look at alternative ways to deal with the burgeoning discipline problems. I served on the committee for discipline, and after much research and investigation came up with what we now call our Zero Tolerance and 4-Count Plan (Appendix S). Zero Tolerance offenses are dealt with through immediate suspension and can result from infractions like; physical fighting, endangering other students, threatening teachers, stealing, smoking or possessing paraphernalia, bringing weapons, unauthorized leaving of school grounds, and or drug use or possession. Our 4-Count Policy deals with the more moderate infractions and allows students four mistakes within each category before suspension occurs. The 4-Count is as follows; 1) warning and conference with the teacher, 2) parent notification, 3) student and parent must complete a plan of action (Appendix T), and 4) suspension. The 4-Count Policy deals with behavior problems such as; using profanity, not following school rules, inappropriate physical contact, and not adhering to the dress code. Teachers keep track of these infractions, and monthly, those students who garner no warnings or offenses are rewarded with a "popcorn day." Initially, our suspension numbers (Appendix U) increased, but I think that overall, this method had been effective in curtailing most of the disruptive behavior.

Well, with discipline under control, I can get back to the art of teaching. I have found, through trial and error, that students need to be listened to. They need to have a say in how they are treated and what consequences they incur for not meeting their responsibilities. I have always tried to give the students a say, but sometimes I force my opinions on them. I am working to correct this and let the students learn from their own mistakes.

Other strategies that I employ and have employed for the five years I have been an instructor in Project FUTURE include Cooperative Learning, Peer Tutoring, and Discovery Learning.

I was formally trained in Cooperative Learning early on in my career and decided that it was a beneficial strategy for students. I reinforced my techniques after going through the FBMP course and really focused on the formation of base groups and getting the students to bond with one another. We remain in the same base groups for a grading period and the students work together within these groups during Discovery; social studies, science, and geography. The students learn that just because you wouldn't necessarily choose to be friends with a particular person you can still appreciate what strengths they bring to a group. Discovery allows the students to work on topics with their teams and to reach consensus as to how they will convey their understanding of the concept to the teacher. Some assignments are directed by the teacher, but the majority are open to student interpretation. This method really forces the students to collaborate and use their strengths to convey comprehension. All of our cooperative groups have the opportunity to earn individual stamps for their participation and acceptance of their responsibilities. Students summarize the days learning,offer suggestions for improvement, and identify conflicts on a processing sheet (Appendix V). Upon earning 20 stamps the students are invited to an end of the grading period celebration. They decide what they want to do, and we, the teachers become the willing victims. We generally spend time after school in the gym, take a walking trip to Dairy Queen, or do a Burger King lunch. This has become a minor way to reward major effort of the students.

In addition to Cooperative Learning, the Community utilizes Peer Tutoring as a feasible technique to communicating knowledge. I have discovered that students are sometimes better able to teach another child than I am. It gives the "teacher" satisfaction of being able to do good and it makes the "learner" a little less intimidated to ask for help. It is wonderful to see the students take turns being teacher and learner based upon their strengths. It is not always the fifth graders teaching the third graders, or the "normal" students helping the "special" students, rather it is whomever is strong at the skill teaching what they know to someone else. The success is twofold. The teacher reinforces the skill by teaching it and the learner bonds with the teacher.

Discovery means several things to the Community. First and foremost it represents our social studies, science, and geography curriculum. Since we do not utilize textbooks, we explore topics, raid libraries, and encourage students to gather information regarding our themes. This information is then used to generally plan lessons and direct discussions. The students, with teacher guidance, research topics and pull information that they deem important. It is a definite Discovery type of curriculum. It is a lot of work, but it is also a lot of fun and I am constantly learning as much as my students.

Within the framework of the Community, we utilize several tactics that reinforce student success and participation. One strategy that I am forcing myself to use more is Jigsawing. My learning style balks at the idea of not having ALL of the information at my fingertips, but Jigsawing is an effective way to cover lots of material and to give each child an opportunity to be a savant at a particular topic. Carouseling gives every student a voice. I find this method especially gratifying when allowing students to settle problems or make decisions. Periodically, I will do what I call a "Round Robin" where every child must supply an answer to a question I have asked. I find this technique satisfying because it allows each child the opportunity to give their opinion regarding a topic and it affords me the opportunity to gather impromptu information about what the student knows. Finally, we are in the throes of learning to reach consensus. Sometimes, our consensus is that we will agree to disagree, but we are making progress. Students know that they have a right to their opinion, but sometimes they need to really listen to their peers and change or alter their beliefs. They know that consensus means that they can live with the decision, it may not be their top choice, but its doable.

This year, I gave my students a modified Multiple Intelligence Survey (Appendix W) to determine what their strengths and weaknesses were. I then used this information to help me focus on making sure that my lessons reflected both their strengths and weaknesses. I hoped to make the weaknesses stronger through exposure. I also took the inventory and learned my strengths and weaknesses and vowed to stretch outside my comfort zone. I have tried to design lessons and products that vary the intelligence that is dominant. I also try to give students choice in what they do, without letting them get into a "rut" of only producing products that reflect their strengths.

Additional Organizational Tools

Julie

In addition to the new instructional theories and strategies, I will employ many organizational and metacognitive tools. Presented with each thematic unit will be thought provoking tools. Venn Diagrams (Appendix X) and KWL's (Appendix Y), a chart to organize what students KNOW, what the students WANT to learn and what the students have LEARNED, will be utilized to assess prior knowledge and promote metacognition during the presentation and after the unit was completed to determine the quality of learning. Other metacognitive tools will be verbal presentations of Mrs. Potter's Questions (Appendix Z), and Think-Pair Shares / Five Minutes of Metacognition (Appendix AA) will assist students in organized discussions, thus encouraging them to process what they have learned. Of course, keeping young children on task, verbally, is a feat in and of itself!

Donna

I have found that my products are varied and reflect numerous intelligences. I utilize poetry, songs, and music to allow students to put their thoughts and ideas into rhythm. Graphic Organizers; KWL's, Mrs. Potter's Questions, Ranking Ladders (Appendix BB), Mind Maps (Appendix CC), Story Webs (Appendix DD), Fish Bones (Appendix EE), and Sequence Charts (Appendix FF), allow the Logical thinker a means to put their thoughts into some semblance of order. For the Visual thinker, illustrations are commonly used to express comprehension of story concepts. Story writing and elaboration are mandatory for most ideas we cover. Videotaping and photographing are ways to let the students become actors in their own education. I take pictures of everything and the students always know where the camera is kept so that they can "shoot" their own work.

Deviations From the Plan

Just as our young students deviate from what they should be doing, Donna and I, too, have deviated from our original plan of action. After careful consideration, on both our parts, David Lazear's FOR, ABOUT, and WITH model was not utilized as a lesson plan model. Separately, we deviated in the following ways:

Julie

Originally, the parent questionnaires sent home were intended to provide additional information about students' dominant intelligence. Very few questionnaires were returned to school, thus, the project was aborted. Another project, I had originally intended to pursue from our Action Plan (Appendix GG), was aborted halfway through the process. I utilized my own discretion when administering the intended Multiple Intelligence Checklist to my kindergarten students. Even after the checklist was altered to suit young children and was administered individually, the data being collected would prove to be valuable, but would not provide the information I sought. Due to the abandonment of the Multiple Intelligence Checklist, on my part, an observation checklist was used in its place. The remainder of the action plan was carried out in it's original state.

Donna

Our initial Action Plan called for both Julie and I to use a number of strategies to plan our lessons. I tried the Multiple Intelligence Lesson Plan Model and David Lazear's FOR, ABOUT, and WITH model, but found that the lesson model from the If the Shoe Fits... text, used in our FBMP class, friendly for me. I paired that up with an extensively written plan book, a first for me, and used these methods to track my progress.

The Multiple Intelligence Lesson Plan Model didn't work for me because it focused on an extended period of time. Our planning webs had already done that in detail. I needed something that was more individualized. I also found that the Lazear model wasn't conducive to lesson planning and was more structured to be used to analyze lessons after they had been conducted.

We had initially decided to maintain an informal journal with weekly entries highlighting our successes, findings, and failures for the week. I tried this, but found that it was easier to use the extra space in my lesson plan book to immediately record these findings. Waiting a week to coordinate my feelings left way too much room for error. I began to carry my plan book with me and to actually use it to jot down notes to myself about what worked, what needed to be changed, what students commented to me, and what needed to be accomplished for the upcoming day, week, theme, etc....

I am pleased with the action plan that I adopted for myself. I have become much more organized because of this, and I have begun to track my progress and actually make the changes in my instruction that I need to. I ask my students for feedback regarding the lesson taught and actually listen to their opinions and modify my interpretation before I attempt the lesson or product again. Its refreshing to know that I can take criticism and can, in fact, learn from my faux pas.

CHAPTER 5
DISCOVERIES

We have come so far, yet have so much left to do. We began our careers, as many entry level educators do, as textbook driven teachers. We were heavily influenced by textbook companies who presented us width "teacher friendly," ready-made lessons. Even though this seemed an easy way to proceed, we always felt that there was a better way, that we could do better at stretching the imaginations of our students to build higher level thinking skills.

Early in our careers, we were offered unique opportunities for vast areas of professional development. Seizing these opportunities, caused new doors to open for us, but with each new door came new questions and an ongoing search for answers. We began to realize that there was proof of what we had known all along was indeed valid. Our knowledge base quickly expanded through these opportunities. We began searching for new ways to reach children, which eventually led us to Saint. Xavier's University and the Field Based Master's Program.

Through a total fluke and a color flyer, we chose FBMP as our avenue of discovery. One of us was recommended to the course by a colleague who was aware of her search for a novel masters-program, the other was enticed by the color brochure and the "hands-on" approach promised, guess who was the kindergarten teacher? Yet, the underlying truth was evident. This program seemed an ideal enhancement to the renovations Indiana was making in its educational system. The FBMP did not disappoint us. The affirmation of our beliefs was overwhelming. Confirmation of our beliefs, encouraged us to branch out and try new things in our classrooms.

We bravely began to "try on" those proverbial different shoes that were referred and alluded to in our Multiple Intelligence course. We attended the informational meeting and were convinced that this program could supply us with what we needed to improve our instructional skills. We embarked on our journey in the summer of 1997, with our introductory class, Models of Teaching.

Over the next 22 months, we continued to experiment, invent, and model the new strategies we were exposed to throughout the classes we took. One class in particular left a lasting imprint on both of us. Developing Multiple Intelligences intrigued us and motivated us enough to delve deeper into the meaning of the Multiple Intelligence Theory and how it could affect our teaching the those whose lives we touch.

Even though both of us had a general knowledge base of the multiple intelligence theory, the course work built this knowledge base, and also, inspired us to explore the theory more deeply.

Our original thesis topic was intended to compare and contrast Gardner's Multiple Intelligence Theory and the Learning Styles Theory. We quickly realized that these two theories were not easily compared. It was like comparing apples and bananas. They were both fruits, but that is where the commonalities ended. So, we refocused our search and decided to hone in on Gardner's theory and its possible opportunities for motivating us as teachers and facilitators of learning. Our final thesis decision was to review Gardner's theory and its impact on our teaching. In lieu of the traditional action research, our thesis took on the resemblance of a phenomenological study. In layman's terms, this meant that our thesis will be designed to follow a path of discovery and intrapersonal reflection on how implementing this strategy in our classrooms has affected the way we facilitate our instruction.

Through a parent meeting and a letter to the parents (Appendix HH), we informed them of our intentions. Each parent was required to sign a consent to participate form (Appendix II) for their child. We found greater success of this task by having the parents sign the consent form in person at the meeting. Sending it home and hoping it would return proved to be laborious. Numerous telephone calls and extra forms were required to achieve consent using the letter sending process. Having acquired consent from all parents involved, and assuring them that their child would not be harmed in the process of our data collection, we began our phenomenological journey.

Our next thought was, "So, where do we go from here?" In spite of being two very different individuals, we have a common vision for our future. Answering the questions we have about Multiple Intelligences led us to new avenues and thoughts about ourselves as instructors. We will continue to pursue the application of the multiple intelligence theory and its corresponding lesson / thematic unit plan models in our respective classrooms, while maintaining an emphasis on highlighting all of the intelligences on a regular basis through products and processes.

Julie

I have now come to a point where I must describe the discoveries of all the strategies I have implemented. Up until now, I have had no trouble expressing the flow of ideas which have arisen from the limitless interactions with my students. Before beginning the process of implementing our action plan, I completed the Multiple Intelligence Checklist.

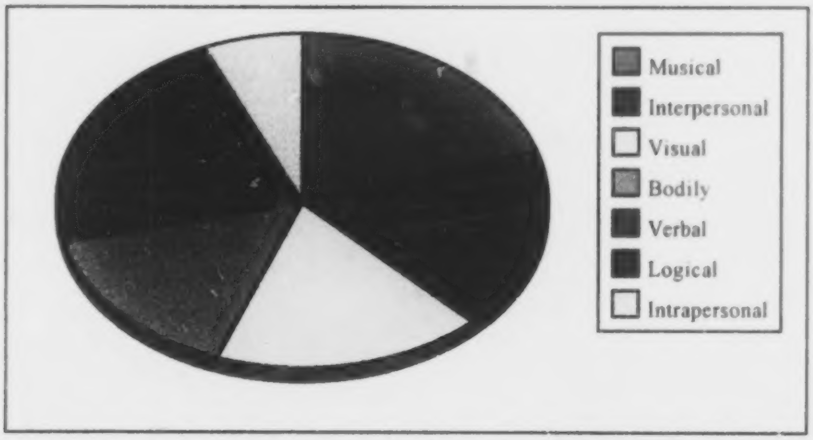

Figure 1. Depiction of Julie's personal results from the Multiple Intelligence Checklist.

The checklist is designed to identify a person's strengths and weaknesses in regards to the eight intelligences. I was not surprised to find that the intelligences I was comfortable with were the Musical / Rhythmic and Interpersonal, nor was I surprised to find that the intelligence I was least comfortable with was the Intrapersonal. Now, I find myself faced with the section of this paper where I must epitomize the intelligence where I find the least comfort.

I am a " last minute" person. My family seems to think it is because I work best under pressure. I tend to think it is because I spend most of my time breathing in the aesthetics of life, that I do not complete a task until I see a need to do so. The bills get paid five days before they are due and I arrive at the dentist on the exact minute of when my appointment should begin; it's just me. I have delayed the rumination of this chapter as long as possible and now it must come to fruition.

Now that I have recognized this intrapersonal weakness within myself, I believe it will eventually aid my progress in this area. I can only compare it to experiencing classical music. The first time you attend a symphony, you either love it or you don't. If you don't, you may learn to appreciate it, but you will never learn to love it. I love classical music, perhaps I should turn some on, it may help me organize my thoughts.

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I figure, the best place to start is always at the beginning. I think back to last August and the anticipation I felt. The first day of school is always very exciting and a little unnerving. I had met each of my new students, but only briefly. I could not help but wonder, how they would act without their parents in the room with them. Would there be tears? Fits? Nervous bladders? Only time would tell.

Ideally, as mentioned previously, each student completes the EPSF Pre-Test process before the first day of school. The day before this school year was to begin, my class roster noted a total of fourteen students. By the end of the first week of school, my class size had almost doubled, and would grow to twenty-five by Christmas. The trouble was, that I had no more release time to screen the students who entered late. I would have to give up all of my preparation time during the weeks to come, in order to complete the screening process. Without regret, I would give of my time freely because I value the results gleaned from the screening.

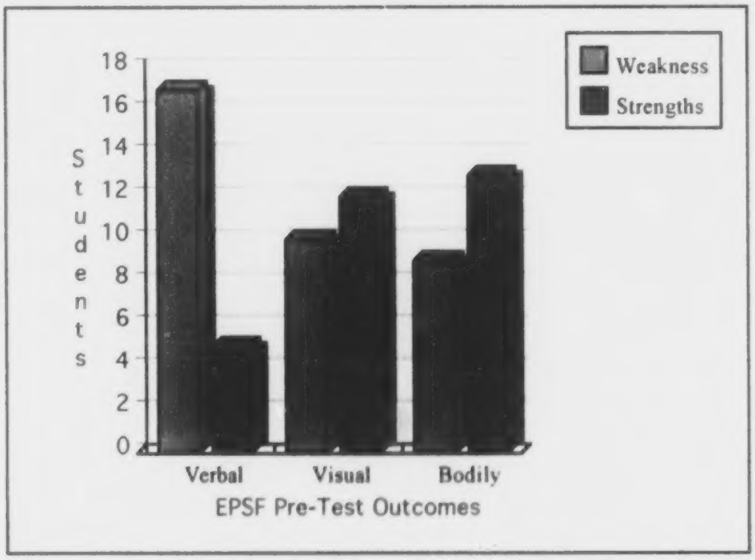

Figure 2. Depicts the results of the EPSF screening broken down into the three intelligences it addressed, Verbal / Linguistic, Visual / Spatial, and Bodily / Kinesthetic.

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Due to the specific makeup of my school's population, and its socioeconomic status, it is not a surprise to find a tremendous weakness in the Verbal / Linguistic intelligence. A great many of my students come from homes with a single working, parent. Large amounts of students' free time is spent in front of the television or video games. From the information presented on the graph, I can predict that approximately half of the students in my class possess the capability to supplement this deficit by having an average strength in the Visual /Spatial intelligence. A strength in this area will have a direct impact on the ease at which the children will learn the names and sounds of letters in the alphabet. I was surprised that more students did not show a strength in the Bodily/ Kinesthetic intelligence. By applying the knowledge of basic child development, it would seem that most healthy kindergartners would be strong in this area, but in an age of technology, the latter seems to hold true. Nearly half of the class demonstrated a weakness in this intelligence.

Although the Pre-Test results were very enlightening, they only identified three of the eight intelligences I wished to address. I needed more information, so, I turned to the next portion of our Action Plan and began to administer the Multiple Intelligence Checklist, one on one with the children. I found this activity very frustrating, for several reasons. First, I do not have an aide in my classroom, so the children were left to complete activities on their own as I sat one on one with each child. Even with ten years of kindergarten experience, I still tend to forget that expecting young children to function on their own, this early in the year, is nearly impossible. During the first few months of school, the children are uncertain of their tasks, easily distracted, and require far more attention that later in the year. Secondly, amidst the distractions, the children, completing the checklist, were not providing the information I was seeking. The checklist required the children to answer a preference for different activities, i.e. "Do you like to sing songs? Do you like to paint and draw?" To each question, the children answered affirmatively. This, in itself, speaks volumes about the development of young children, and I began to realize that children this young tended to be open to all of the intelligences. Very few seemed to hold a stigma toward any one intelligence. The kind of stigma that may prompt an older child or an adult to feel uncomfortable functioning in any one intelligence, was not apparent in these children. Whether it was the excitement of just beginning school, new and fresh, the developmental stage of the child, or both, these children seemed open to trying all activities in any intelligence, and without the slightest hesitation. Discovering this was a wonderful insight, yet I still did not have the information I sought. I was looking for strengths and weaknesses in order to epitomize Lazear's idea of teaching WITH the intelligences. That is where my interests lie, and that is what I sought to find, but how?

Intuitively, by turning the Multiple Intelligence Checklist into an observation checklist, I was able to retrieve the information I sought. Although this information would not be as objective as the EPSF screening outcomes, it appeared to be the only viable course of action, at this point. During free choice time, I made notes about the activities each child chose of their own accord. Once the class had settled into a daily routine, I was able to begin my observations.

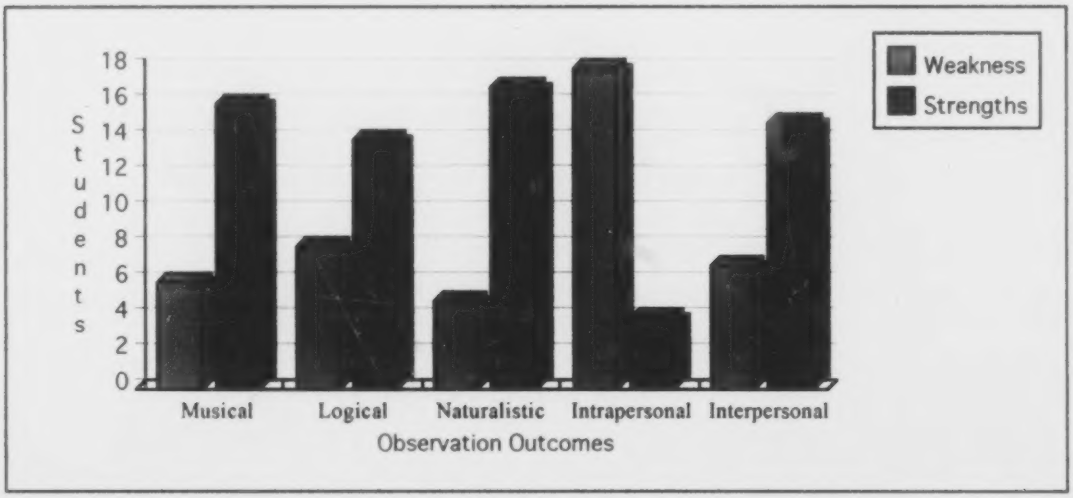

Figure 3. Site A multiple intelligence observation checklist results.

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I found, through my observations that a great many students showed strength in most of the intelligences. Although I was fearful of these outcomes while administering the abandoned checklist, similar information appeared during my observations.

The class, as a whole, demonstrated strength in the Musical and Naturalistic Intelligences. They were also a very social, interpersonal, group, but I did not need a graph or a checklist to realize this, their non-stop chatter was indication enough!

Not surprising, to me, was the evident weakness in the Intrapersonal Intelligence. Developmentally, most kindergarten children are not at the stage where metacognition comes easily. A vivid example would be that, when sent to time-out to "think about what you have done", most young children just sit and daydream.

Taking into account all of the data I had collected thus far and having identified the multiple intelligence strengths and weaknesses of each of my students, I could now turn my attentions to the thematic units I was to teach during the course of the school year.

I began by creating Cooperative Learning groups. Each group consisted of four students. I utilized the in formation gleaned from my initial observations to construct heterogeneous groups, making certain there was a variety of intelligence strengths in each group. Students were only required to function within these groups for certain, specific, activities. Even though the class had a large number of children who were strong in the interpersonal intelligence, they did not possess the skills, or the developmental accomplishment, to function, solely, in group activity, no matter the size of the group.

The first activity the Cooperative groups completed was a group flag. The goal of the activity was to give the groups practice at reaching consensus through the creation of a common product.We discussed the optimal outcomes, as well as the required social skills needed to complete the task, quiet voices while working, supportive phrases when discussing others work, etc.... Knowing full well that this was the first, organized, cooperative lesson the children had participated in, I did not attach great importance to it, and I was not disappointed. Skills such as these take a long time for students to develop, and the more students are exposed to them, the better the results become. It was a great learning experience for the children and they felt great power in making their own decisions, as well as, taking control of their product outcome.

Taking the time to set up cooperative groups allowed me ample time to arrange my thematic units so that each would cover all eight intelligences. The first unit planned for the year was to focus on apples. Focusing on the strength of the Naturalistic Intelligence, possessed by my students as represented through the Observation Checklist, I developed the unit plan. I have taught this unit for many years. It is one that I enjoy thoroughly, and have built up a store of activities for. I felt the obligation to stick to our Action Plan right from the start of the year, so, I began to take my file-full of activities and transpose them onto the "If the Shoe Fits..." lesson plan model. During this process, I began to feel agitated. This seemed like busy work to me. I was doing nothing, but recopying my exact plans word for word. This was futile, I had, obviously, already, accomplished the goal of this model, which was to develop lesson plans that utilized Lazear's WITH format of each intelligence. I decided to stop using this model, and resolved to abstain from using it, until I was ready to create a new thematic unit from scratch.

I, then, turned my attention to the Multiple Intelligence Lesson Plan Book I had recently purchased. It was a three-ring binder which held various types of lesson plans designed to aid teachers in creating lessons which covered all identified intelligences.Within its samples, I found a flow chart format designed specifically for providing a thematic unit at a glance. Now, here was something I could use! Having a Visual / Spatial strength, I found this exciting little form to be compact and visually pleasing. I began filling in the boxes with all of the pertinent information about the "Apples" unit I was starting. In fact, I got so carried away that I filled in all of the boxes for ALL of the units I had planned for the entire first grading period. This was very unlike me, I was used to doing things at the last minute.

I took a break and began to look back on all of the pages I had already filled in. I began to notice a pattern emerging. The ideas flowed freely when I was writing about my objectives, the lessons I was planning in support of each intelligence, the preparation needed, the presentation order, and the assessments, but one box eluded me, consistently. It was the box labeled "Imagination Activity." This box was designated for an activity that was to incorporate all eight intelligences at once, yet, I had not filled it in for any of the units.This stumped me, did I have no imagination? Did I present thematic units that did not develop or address the imagination of my students? The thought was preposterous, but it disturbed me nonetheless. This was such a gray area. Young children have incredible imaginations, I just needed to find a way for them to harness, focus, and express them. I began to remedy the situation, one unit at a time, and after a few units, finding an "Imagination Activity" became easier, but I was always fearful it would become redundant.

My first thematic unit was a two-week plan designed around apples as the theme. There were five cognitive objectives I wished to address. They were; 1) the students will identify what an apple is and where it comes from, 2) the students will name the three colors apples can be, 3) the students will describe an apple tree during each season of the year, 4) the students will give one reason for the need of an apple, and 5) the students will name three things an apple needs in order for it it grow. My affective objective was to build the awareness of the length of time it takes for one apple to grow, and the importance of nature in our daily lives. My interactive objective was for the students to learn that all things in nature depend on something else; we depend on the apples for food, the apple depends on the tree for food, the tree depends on the bees for pollination, the bees depend on the tree for pollen, etc.

The activities I planned to present were broken down by intelligences. The Verbal / Linguistic Intelligence would be addressed by story books about apples and Johnny Appleseed. Activities addressing the Logical / Mathematical Intelligence included sorting apples, creating real,pictorial and symbolic graphs based on the sorting, as well as estimating and counting seed in an apple. Intrapersonal activities included making "thumb print apples" on paper trees, and making puppets in the shape of apples that have a face depicting that child's personality. The Interpersonal activity was for cooperative base groups to create life-size trees, each group's tree representing a different season of the apple tree. The Visual /Spatial activities included cutting horizontal cross sections of apples and the pressing the apple into an ink pad an using it as a stamper, finger painting that represent the seasonal changes of the apple trees, and watching a video tape about the legend of Johnny Appleseed. The Musical / Rhythmic activity was to listen to and sing along with a song about the loveliness of apple trees during each season of the year and the Bodily / Kinesthetic activities included learning a finger play about apples way up high in the tree, and the dramatic reenactment of the life of an apple tree from seed to fruit bearer. The Bodily / Kinesthetic Intelligence included an olfactory / gustatory activity which provided the students opportunities to taste and compare various types of apples, and then make applesauce. The unit culminated in the "imagination activity" and the Naturalist Intelligence respectively. For the "imagination activity," students were required to imagine they were an apple, tell how they grew up, who picked them, and where and how they were consumed. The Naturalist Intelligence, which provided closure for the unit, was a field trip to an apple orchard.

During our field trip, we spent the entire day outdoors. It was a perfect, sunny, fall day and after we visited the orchard, we ate a picnic lunch, and took a walk through a nearby forest preserve to observe the signs of fall. At the day's end, I reaffirmed my thought that young children are more open, than adults, to experiences involving all of the intelligences. As adults, we seem to shy away from experiences involving those intelligences which are not in our comfort zone or those intelligences which are not our strongest. Experiencing the field trip with my kindergarten students was sheer delight. Seeing through their eyes is wondrous. No book, video, or lesson I could simulate in the classroom could compare with the experience of sensory overload one has in the orchard. The smells of fresh cut grass, earth and apples, the taste and crunch of an apple fresh from the tree, the sweetness of pure honey and the tartness of homemade apple cider, cannot be replicated in a classroom! Nothing I could describe in a classroom could compare to the feeling of the roughness of tree bark or the smoothness of a leaf, the tickle of a honey bee as it buzzes in your ear, or the body-jolting ride on the tractor pull. No worksheet could ever match the excitement we felt while losing our way in the maze of tall grasses or petting farm animals for the first time. Today, every child was a naturalist. Not a single child complained of any experienced we encountered; shining eyes, wide open, straining to absorb every detail of the field experience. The chaperones were a different story. A mere sampling of their complaints and woes included worries of being stung by a bee, soiling their designer tennis shoes and eating outdoors. In a trite mix of metaphors, their cup was half empty and each child's runneth over.

Each thematic unit was designed with this same format. I first developed my cognitive, affective and interactive goals, determined the assessment techniques I wished to utilize, and then broke down each intelligence by applicable activities. Every thematic unit culminated in a field trip experience. With the culmination of our "Farm" unit , we visited a farm complete with various types of animals and the children took a hayride into a pumpkin patch to pick their own, personal, Halloween pumpkin to take home with them. Our " Christmas Around the World" unit closed with a trip to the Museum of Science and Industry in Chicago, IL. There, the children viewed Christmas trees which were decorated according to the customs of more than twenty different countries around the world.

It fills me with pride to think of the growth my students have made by having these experiences, and all of the headaches of setting up details, and collecting permission slips and money fall by the wayside. It is all worth it, I'm convinced!

Designing thematic units was not the sole purpose this lesson plan model was used for. I found this format extremely useful when designing my new "Story Sack" homework program. It helped me realize that my goal for this homework program was not only to meet the state proficiencies in Language Arts, as well as my school's PBA requirement of six read-alouds per day, but to heighten students' and parents' appreciation of age-appropriate literature, as well as increase parent involvement while bridging the gap between home and school. Utilizing this format also helped me make certain that I had at least three stories per sack, and a minimum of one sack, which addressed all of the eight intelligences.

After pondering all I have done, the different strategies, techniques and theories I have learned and implemented during past twenty-four months, I understand the importance of metacognition and the valuable insights it carries with it, but it does not make this task any easier for me. Regardless, I have embarked upon this journey and will share the fruits of my discoveries as they surface. Foremost in my mind, is how I have changed throughout this process. Recently, I have taken the Multiple Intelligence Checklist again and found that my strengths and weaknesses have not altered. What has changed is my teaching style. I am now fully aware of when, and how I address the intelligences of my students. I can better accept the idiosyncrasies that come in conjunction with a person who learns best through one particular intelligence versus a person whose brain makes quicker connections when two or more of the intelligences are combined in one activity. It is a rare find to single out an intelligence and direct a lesson specifically towards that one intelligence. Lazear refers to this as teaching FOR the intelligence. I find that teaching towards one intelligence, say Musical / Rhythmic, will employ other intelligences. During a music lesson, most likely a visual aid will be utilized (sheet music for instance) which would require the deployment of the Visual / Spatial intelligence and the recognition of the pattern of the notes and the breakdown of the beat, which would require using the Logical / Mathematical intelligence. I can only assume that Lazear is focusing on what the outcome or goal of the lesson should be to determine which intelligence he is teaching FOR. I, for now will continue to concentrate on teaching WITH the Multiple Intelligences and I look forward to the identification of new intelligences. I believe the next intelligence may be directed toward technology, at least that is my hope.

Donna

On Tuesday, August 25, 1998, with the doors wide open, the 1998-1999 school year began. Those first day jitters were evident. I'll admit, it wasn't only the students feeling them. I couldn't keep my brain from working overtime. I wondered if I would get along with the new students, how the old students would react to Mrs. Gaffigan not being there, and if I had it in me this year to plan lessons that combined fun and information.

In spite of having the majority of the students returning, there is still a sense of the unknown. This unsettling feeling was more prevalent this year, with the absence of one of the original Intermediate Community teachers, and the "graduation" of a Primary Community teacher to our team. There were a lot of uncertainties, but along with them came optimism. I decided that this would be my best year ever. Of course, this is the same goal I set for myself every year, and reach, but it doesn't hurt to say it out loud.

On the first afternoon of the brand new school year, I learned my first crucial lesson about what lay ahead regarding the implementation of a more Multiple Intelligence based curriculum. We spent the first afternoon engaged in a Bodily / Kinesthetic team building activity. We went outside and got physical. In theory, the premise was easy. The students were split into smaller teams, a group of 52 students makes for a cumbersome activity, and were given the directions. Basically, the rules were simple. Each team had to get from point A to point B. There was a hitch, however. There could only be three feet touching the ground at one time.

The students were given five minutes to conspire with their teams and devise a plan of action. The whistle blew and they were off! Problem solving skills and teamwork were definitely being utilized. Students were carrying one another "piggyback" style, others were hopping three across, still others were "wheelbarrow" racing, and one group was standing at the starting line arguing. I knew I had my work cut out for me. I couldn't understand the problem, every other team was laughing, falling, tumbling, encouraging, offering suggestions, and having fun. Then there was "the group," as they, in a nanosecond had been dubbed.

Their faces were fierce, fists were clenched, and voices were angry. When they were approached, they screamed that they wanted new team members, that their partners wouldn't listen to their idea, and that their idea would have been the best. So began my first lesson in Conflict Resolution. What I had was a situation where all of the members of the team wanted to be right and they refused to be wrong. The result was a stalemate. Eventually, all of the students in the group agreed to disagree, and just for today, I chalked it up as a win-win situation. We could work on fine tuning the art of compromise and consensus at a later date.

The students couldn't scare me away that easily, and so the year began. I used some time the first week of school to discuss my thesis with the students and to send home notes to be signed giving permission for the students to participate in my study. Most of the consent forms came back with no problem, but I had to alleviate the fears of several parents, who actually read the consent form, that I would not subject their child to extreme experimentation, gross mutilation, or brainwashing. I ultimately received approval from all of my parents.

During the early part of the year, we began our first literature product. With the temperature in the classroom hovering at roughly 1,000 degrees, okay 90 degrees, we wanted a low-key product that would give us an idea of where each student was in relation to writing, grammar, spelling, and expression skills. Students were allowed to experiment with sequence charts to organize either their entire summers or just a special activity or trip they had taken. While this was intended to be an Intrapersonal activity, it proved to be difficult to keep the students from sharing with one another. The buzz in the room was palpable. Once in a while, above the din, could be heard, "...and then we...," or "I went there too!" or "That sounds really cool." The students were working, but they were learning to listen. It is such a positive experience to witness a group of individuals forming a bond and becoming a family. The product became secondary to the bonding, but it gave those students who needed the structure a common topic from which they could draw similarities and get to know each other.

The end of our first week was marked by our first "Circle" and "Freaky Friday." "Circle" is time we set aside to get together as a family / Community and talk. We use the time to celebrate successes, discuss issues, deal with things that everyone needs to hear, share what we've done, and bond. The social skills we teach; problem solving, caring, team work, initiative, motivation, perseverance, common sense, effort, responsibility, and confidence are practiced during this time and we often provide "issues" for the students to brainstorm solutions for. The hour to hour and a half is time well spent. It is rare that we will miss "Circle" and we all look forward to Friday mornings.

"Freaky Friday" is a time for the students to be rewarded for the hard work they have exhibited during the week. We chose, at the inception of the program, to forego a morning recess and spend the time we bank engaging in free choice time on Friday afternoons. We also bank approximately 15 minutes a week for several fun, non-academic field trips throughout the year. I digress, back to "Freaky Friday." During this time, the students engage in free choice activities. The students may choose to go outside, with one teacher, to play football, 4-square, basketball, use the playground equipment, or just wander and talk. We, teachers, have even been known to allow ourselves to be cajoled into playing a game of football or 4-square. A second teacher remains inside in the "game room" and here the students may play games, use the computers, draw, listen to music, and or engage in other quiet activities of their choice. The third teacher is commandant of the "Pay the Piper" room. Students who are relegated to this room, are those who have not completed the required assignments for the week. The hour to hour and a half is spent completing the missed work and taking an intraspective look at what caused each to miss the deadline for the assignment, develop a plan of action to ensure that they don't "Pay the Piper" again, and decide what each needs from the teachers as well as from their Discovery groups.

The second week of school was highlighted by the administration of the Multiple Intelligence Checklist. I found it necessary to make some minor modifications to the original checklist to make it more understandable. All three teachers gave the test to our literature students. This was definitely an adventure. The students were convinced that there were right and wrong answers and really wanted to converse with their neighbors to see if their answers were the same. Eventually, they accepted the idea that each checklist should be different and I believe that I got a true picture of each student in regards to their dominant intelligence. I was disappointed that the checklist didn't measure the Naturalist Intelligence, but it was identified after the checklist was printed.

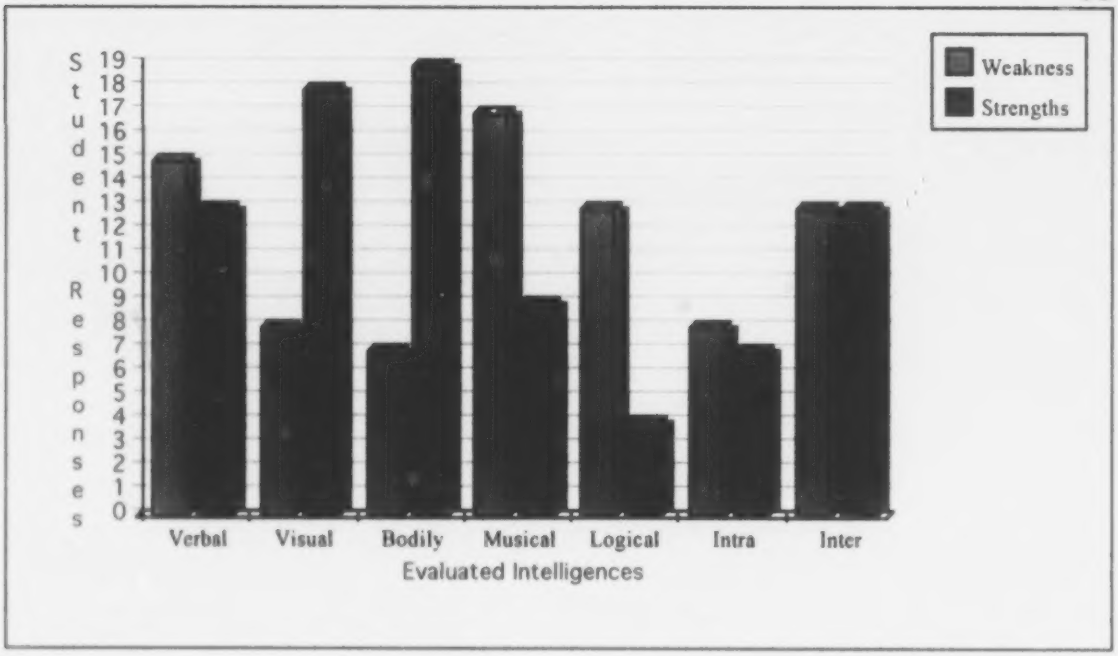

Figure 4. Depicts strengths and weaknesses of Site B Multiple Intelligence Checklists.

I know that the traditional curriculum is designed for the Verbal / Linguistic and Logical / Mathematical child, so I assumed that the results of the checklist would mirror this belief. The checklist results proved this to be wrong. Once the checklists were analyzed and put into a more logically organized manner, it was easily seen that the Visual / Spatial and Bodily / Kinesthetic intelligences were dominant in the 52 students surveyed. The results do show a total above the initial 52 students, but this was attributed to the idea that several students were dominant in more than one intelligence. Some of the dominance, or strengths, can and should be linked to the idea and philosophy of the Community. Our curriculum is designed to teach the whole child and to be a hands-on approach to learning. The number of students who were dominant in the Interpersonal Intelligence goes hand-in-hand with our use of Cooperative Learning and team building.

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Not only did I use the survey results to identify dominant intelligences, I also looked at the weaknesses that it revealed. I wasn't at all surprised to see that the majority of the weaknesses represented came with regard to the Musical Intelligence. This is one of my weaknesses too, so we can work on improving it together.

I chose to work on improving my Musical Intelligence and that of my students. I began with minor changes to my classroom. I began to play music during homeroom, when the students switched classes, during silent reading time, and during work time. I chose the music that was played and I tried to make sure that the genre of music played was eclectic and represented the diversity of my students. I played country, rock, alternative, motown, oldies, classical, and hip-hop. I began to notice very early on that the music I played affected the behavior of my students. If I played an upbeat, "happy" song I noticed that my students were more talkative and harder to start the lesson with. If I played the same music during work time, the students would move to the beat and remained more engaged in what they were doing. In the event that I began the class with a slower tempo, the students' behaviors mirrored this. I couldn't believe that something as simple as changing the mood of the music could alter the emotions of the students. I wasn't sure that the music was making a difference to the students, but ultimately, recognition of what I was doing came innocently enough from out of the mouths of babes.

Tony walked into literature and asked, "Mrs. Elliott, can we play my CD?" He handed me a Rugrat Movie CD.

I was floored. The music was making an impression. After that, students began requesting music, bringing selections in from home, which I monitored, and asking to listen to it more. We began listening to music whenever we could. The students began to appreciate the variety of music genres and often requested that I buy certain CDs. This can be very expensive, so it was time to do something about what I now knew about using music in the classroom.

Hammond School Corporation, yearly, allows teachers the opportunity to submit grant proposals to the Hammond Education Foundation (HEF). We have written and received grants in the past, so I decided to put my music experiments into a grant and, hopefully, get some money to further experiment with music in the classroom. The grant I wrote was titled Drumroll Please... and was written to take the concept of music in the classroom further and connect it to writing and emotion. So basically, not only was I going to emphasize the Musical Intelligence, I was going to strengthen the Verbal / Linguistic and Intrapersonal Intelligences through the use of music.

This grant was accepted by the board of evaluators and I began to purchase the materials necessary to implement the grant in the classroom. By now, I had an extensive collection of my own CDs, so the students and I brainstormed some titles we wanted and I made sure to include some classical, show tunes, mood, and ethnic titles to the class collection. I utilized the music teacher to help students understand rhythm and beat and how they affect the mood of the music. In class, we listened to music without lyrics and then wrote about what the music made us visualize. We read the lyrics to music and compared them to different types of poetry and tried our hand at writing original lyrics to music. We took topics, we were studying, and found music that could be used to represent it. Above all else, we had fun!

Late in September, marked the beginning of a backslide. Indiana began testing. Third graders are given the Indiana Statewide Testing for Educational Progress (ISTEP) assessment and the fourth and fifth graders participate in the Terra Nova testing. I'm not going to remain on my soapbox long, just long enough to say that to test a child for three weeks for an average of three hours a day and then claim that the test is valid is ridiculous. I administered the third grade ISTEP test and the students spent over 13 solid hours of testing. I don't agree that students' futures should be determined by a number on a standardized test and I don't feel that the way the tests are administered give a true picture of what each child is capable of. The Multiple Intelligence Survey I administered to the students proved that only a small portion of the students are Verbal / Linguistic, and the test totally ignores the learner whose strengths lie in other intelligences. We spend so much time planning a curriculum that focuses on the strengths of each child and allowing them the freedom to make choices as to how they convey their mastery of a concept that this type of standardized testing goes against every fiber of my being. We ask the students to do their "Personal Best" and try to keep the stress levels to a minimum.

Results from the ISTEP (Appendix JJ), fourth grade Terra Nova (Appendix KK), and fifth grade Terra Nova (Appendix LL) were looked at and analyzed to see what areas of instruction we needed to focus more attention on. The test results showed that there was a need for more formal grammar instruction.

We modified our curriculum and added a more structured instruction of the terminology and usage of grammar skills. We still keep them in context to our themes, but we more readily point them out and encourage the students to pay attention to them in their writing. Our fourth graders really struggled with sentence structure, so we developed hands-on methods of practicing this skill. In my literature room, we now have word cards and punctuation cards, and use these cards to make and punctuate sentences that are related to our theme. The students also have part-of-speech cards that are used to reinforce application of this skill. The approach we have taken, which incorporates the Verbal / Linguistic, Bodily / Kinesthetic, and Interpersonal Intelligences into the field of instruction, to improve these skills is still within our philosophy of education, but the test results made us aware of student weaknesses and that the need for improvement existed.

Our curriculum is a hands-on one, but the emphasis is on Whole Language. We use literature in every aspect of the curriculum and encourage students to develop this skill and become writers. Our literature period spends an intense amount of time for students to share novels with their peers and encourages them to analyze the author's meaning, and dissect the novels into their fundamental parts.

We devise and utilize charts that allow the students to collect and organize the information gained from a novel. This information is used to write original stories, compare and contrast characters, develop plot, summarize the work, intraspectively connect some aspect of their life to the characters, identify setting, recognize the main idea, and to model "life skills." The charts, being Logical / Mathematical in nature, encourage students to focus on this intelligence and strengthen it.

An example, of how we use literature to develop the Intrapersonal Intelligence, can best be explained through the use of a book written by a fifth grade student who was faced with a problem. The student and his friends really hated broccoli and he decided to figure out a way to get kids to eat undesirable vegetables. The book, Broccoli Flavored Bubble Gum, solved the dilemma with humor and helped my students think about problems they encounter in their everyday lives.

I challenged students to brainstorm problems that they encounter in everyday life and write a story to reflect how they solved the problem. The stories were fictional, but they revealed the creativity of the students. I had stories written about missing socks, you know, the ones the dryer aliens need since they only have one foot. One student took the original theme of Broccoli Flavored Bubble Gum, and extended it to include foods he didn't like. He invented recipes for Fudgy Tomatoes and Caramel Sauerkraut. One student wrote about how a dog's bone had disappeared. This story remained unsolved, but the student identified a new constellation in the sky that just happened to resemble a dog bone.

Verbally / Linguistically this is a sound activity, but the learning didn't stop there. We often use what we've done for more than one purpose. The stories were used to model writing skills, grammar usage, spelling, synonyms, graphic organizers, editing skills, and developing a sense of personal pride in a job well done- "Personal Best." We chose to enhance our stories with silhouetted scenery. The idea for this Visual / Spatial representation came from another book we had read in which the illustrator had used this method to express the stark message of his book.

I felt that it was time to allow students the opportunity to develop and strengthen their intelligences. Until now, I had structured the products and activities that the students performed, but I knew that they needed to be able to make choices for themselves and learn to challenge and stretch their capabilities. To foster this expansion of knowledge, I decided to allow the students to peruse my collection of teacher tips and product books. I encouraged them to mark products that looked interesting to them and then I ran off their choices and filed them in a binder. I labeled each choice with the student's name who wanted to try it and then encouraged the students to consult the binder when they were stuck or couldn't figure out a product idea. Student product choices began to reflect their personal likes and dislikes and were novel. The binder was a success. I found myself consulting it when I was looking for a product to use to represent a topic. I always recognized the student who had chosen the product when I used it in class. This encouragement was a positive reinforcer.

Speaking of reinforcers, Student Achievement through Positive Discipline a FBMP class, taught me that students' needs must be fulfilled in order for them to learn. Knowing this, I began to introduce "Energizers" (Appendix MM) into my class. These energizers were a Bodily / Kinesthetic way for the students to be recognized for well-done work or to highlight peers' accomplishments. When we did something well, a student got to choose which energizer would be used and we moved to the groove. Students went so far as to develop silent energizers for their groups and invent new ones to share with the Community. Entire Community "Waves" became a common sight at "Circle" and from this came another idea.

I took one bulletin board in my class and captioned it, "Caught You!" I then took pictures of the students demonstrating the energizers and posted them. The board was used to recognize the people who had given a compliment or energizer. The recipient filled out a monthly shape and told who had given the energizer to them and what it was for. I wasn't sure how the board would be received by the students, but I shouldn't have worried. The students loved recognizing those who had given them compliments just as much as the students liked looking for their name on the board. I believe that recognition for good behavior, work, attitude, and responsibility is crucial to student success.

Part of this recognition comes in the students earning of points for accepting responsibility for their actions, working cooperatively within their teams, and completing assignments. In Discovery, the students earn points for completing homework, working cooperatively to complete tasks, and using good Conflict Resolution and Problem Solving skills. At the end of the grading period, those students who have earned the pre-determined number of stamps are issued an invitation to a celebration. The students reach consensus on what their celebration will be. We have celebrated with Burger King and Pizza Hut lunches, walks to Dairy Queen, and after school gym time. I feel that rewarding students for their accomplishments gives them an intrapersonal boost and recognizes their efforts.

Likewise, students earn stamps in literature. These points are usually used to purchase chances to win wrapped gifts, or to participate in a lottery of gifts.

My final topic of discussion will be the field trips the Community takes to enhance our curriculum. Many of these trips appeal to the Naturalist Intelligence, but all of them reinforce and provide a hands-on connection to what we do in the classroom. So far, we have gone to Adler

Planetarium in Chicago, IL to connect with our study about our universe. The Hammond Recycling Center for sessions on snails, worms, edible landfills, recycling / co-mingling, and ladybugs to reinforce our study of the environment. The Field Museum of Natural History in Chicago, IL was a trip taken to participate in an Underground Adventure which shrinks us to a bug's size and simulates their view of the world. We took a walking trip to Gibson Woods to celebrate the winter season and to donate bird feed. This made the students aware that even little things make a difference in their becoming stewards of Earth. A Visual / Spatial trip was taken to hear a musical rumination about the life of Paul Robeson. This trip was highlighted by an artist creating chalk illustrations of the songs being sung and was used to enhance Black History Month. A walking trip to a nearby high school was taken to meet an astronaut which then supplied the information for the students to create songs about their experience. The Challenger Space Center, at Purdue University Calumet in Hammond, IN, allowed the students to adopt the role of a mission control specialist and simulate a rendezvous with a comet.

Of everything that I have learned about teaching and about myself, the most powerful insight I can offer regards the reporting of student progress. The progress reports that the Community developed reflects our beliefs that student evaluations should be based on what the child can do and if in fact the student is reaching their capabilities. Our progress report was initially evolved from a group meeting with parents and the seven member Community team. We listened to what the parents wanted and needed then adapted and incorporated our beliefs and philosophies into it.

We write a narrative report that highlights strengths and weaknesses of each student. We also try to offer suggestions for the parent to strengthen and enhance the skills we cover through at home practice. We've been at this for five and a half years and we are still modifying and adapting the progress report each time we use it. So, we literally have written 22 different versions of the original report. Instead of being a standard form, our progress report focuses on the skills we cover and reflects our current theme.

We do not assign letter grades, instead we use a code that lets the parents know if a skill is new, their child is making progress, their child is skilled at a particular skill, or a child is producing unsatisfactory work or has an unacceptable approach to learning. We spend a great deal of time with the students developing their "Personal Best," "life skills," and cooperative learning. We abandoned traditional letter grades in favor of this system because we felt that letter grades were subjective and didn't reflect the true capabilities of the child. We also concurred that if school is a place for learning, that learning cannot be evaluated through a letter grade or percentage. You should not assess learning, you should just provide the right atmosphere which is conducive to the transfer of knowledge.

When I initially took the Multiple Intelligence Checklist, it revealed that my strengths lay in the Intrapersonal, Verbal / Linguistic, and Bodily / Kinesthetic Intelligence.

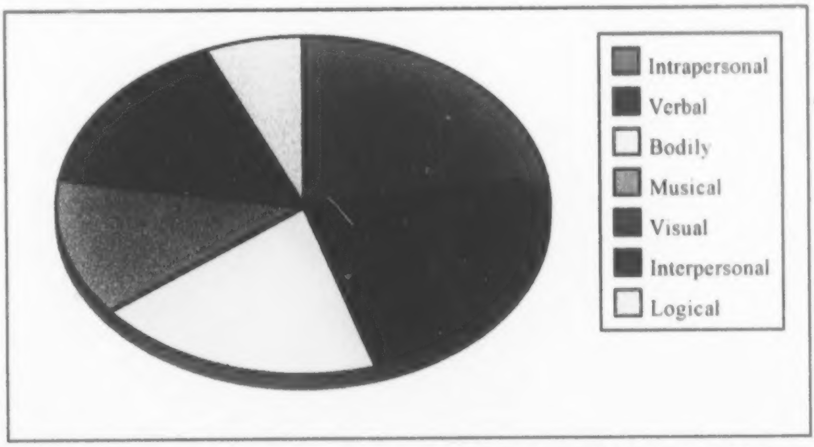

Figure 5. Depiction of Donna's personal results from the multiple intelligence checklist.

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This did not surprise me at all, nor did it surprise me that my weaknesses appeared in the Interpersonal and Logical / Mathematical Intelligences. I have always had to force myself, as an instructor, to utilize Logical / Mathematical techniques in my lessons. Likewise, because one of my strengths is the Bodily / Kinesthetic Intelligence, I have always been empathetic to the learner who others perceive as having "ants in their pants." There is a lot of movement in my classroom and it is an accepted practice of mine to allow students to get comfortable as long as it doesn't interfere with the learning of others. Students take their shoes off, work on products on the floor or under tables, bring in water bottles, and use movement to convey their emotions. I enjoy writing and expressing ones thoughts and ideas through language. I utilize journals as a means of allowing students an outlet for their emotions or a way to learn to think about how situations make them feel.

Interpersonal Intelligence may be a weakness for me, but I value what it offers to students. I am more comfortable interpersonally with the students than I am with adults. I can teach the skill, but I quake in interpersonal situations. Interpersonal situations cause my self-esteem to plummet and I tend to view the situation from the peripheral of the room. I sometimes overcompensate for this weakness by being very verbose. This is sometimes mistaken for overconfidence. I have been told that I am intimidating, but inside I am afraid that people won't like me, that I will say the wrong thing, or worse yet, I will be made an example of.

I re-took the Multiple Intelligence Checklist at the end of the observation period and was surprised to note that my strengths and weaknesses did not change. However, I as a teacher and facilitator of knowledge, have grown. I have become much more aware of the strengths and weaknesses of my students and how much of what I teach affects their learning. I now plan lessons with each child in mind. I try to make sure that my instruction is evenly distributed among the eight intelligences and allows for student choice. When we, as an Intermediate

Community, plan and organize groups for literature and Discovery, I really look at the child and what they can bring to the group. It it as important to have an academically diverse as it is to have a mix of intelligences represented within a group. This allows each child to use their strengths to help their group and to learn from one another.

I was interested to see if my instructional methods had any impact on the students. I re-administered the Multiple Intelligence Checklist to my literature students. I then graphed their original results and the second checklist results (Appendix NN). I wasn't sure what I would discover, especially since my own second results didn't differ from my first checklist, but I was curious to see if there would be any differences among my students.

I re-surveyed 17 students. They represented a profile of the Community. High achievers, hard workers, unmotivated students, learning disabled, mildly handicapped, and average learners were included in this profile. The comparisons between the first and second checklist were astounding. No students remained exactly the same, but several closely mirrored their initial results. More interesting were the results that displayed enormous differences.

These differences appeared in all of the intelligences. There was a total of 55 circumstances in which an individual student score went up from the first checklist to the second. Of those 55 increases, 12 students perceived their Musical Intelligence to be higher on the second checklist than the first. Three students' opinion of their Musical Intelligence remained the same, and only two student scores decreased in this intelligence. This change impressed me, because it was one intelligence where I, initially, noted that there was a noticeable weakness after the first checklist, and I consciously targeted many of my lessons and product choices within this intelligence. I, in fact, changed the mind set of my students by changing my teaching and how I approached music and its use in the classroom.

I think this alone says a lot about the power an exposure to new ideas and products has on students. It also conveys that students are impressionable and open to change. Much more so than the teacher whose scores remained the same from the first checklist to the second.

In comparing the first and second checklists, there were many interesting results that appeared. Knowing my students as well as I do, some of the results can be explained as growth, maturity, laziness, moodiness, and other emotions, but some of the results are befuddling. My classroom is no different than the typical one, except that I happen to have 52 students and I have the privilege of watching them grow for three years. I have overachievers, underachievers, gifted, and I use the term loosely because I feel that all of my students are gifted in some way, average, struggling learners, learning disabled, mildly handicapped, behavior problems, and a plethora of students who have issues at home that they bring to school with them and which shape who they are. Knowing my students helped me interpret the results of the checklists and the changes that occurred between the two.

Student number 4 epitomizes what the Community is all about. She is a third grader, who had not been a member of the Primary Community. Her second grade teacher thought the Community would be a good placement for her. In her initial checklist she displayed strengths and dips all over the board. The results of her second checklist showed a much more balanced learner. All seven of the intelligences addressed ranged between six and eight. This, to me, reflects how we try to teach to the whole child, and really deviate from the traditional textbook driven classroom which focuses on the Logical / Mathematical and Verbal / Linguistic Intelligences.

Students 12 and 14 also had very interesting results on the second checklist. Both of these boys, one in grade four and one in grade five, would be considered underachievers in spite of being very bright. They both have a tremendous love of learning and are actively involved and engaged when the activity or topic interests them, but they are unreliable when it comes to independent work. One young man refuses to do homework and the other will take the easiest way out. I have spent the initial part of the year reminding these young men of the importance of "Personal Best" and have really taken a "hard love" approach with the fifth grader by refusing to accept assignments that don't reflect his true capabilities. He and I have come to mutually respect one another. The second boy, has continually been encouraged and positive behavior has been modeled. We likewise, have made sure that in Discovery, he is with a group of his peers who can show him what it means to take responsibility for his actions. We place him with students who have a strong work ethic, but who won't hesitate to get on him and expect him to work just as hard as they do. It has been my discovery, that students can motivate one another in ways that I can only sit back and admire. Both boys scored noticeably higher on the second checklist in all of the areas covered. This tells me, that there was a rise in self-esteem and that they recognize now what they are capable of. In addition to the checklist, both boys have made changes, moderate ones, but positive changes nonetheless, in their classroom behavior and outlook on education.

I could ruminate on the outcomes and comparisons of the two checklists, but I think that the results speak for themselves and the power of teachers. It is almost scary to think that I had such a powerful influence on the results of the students. I view myself to be a progressive, motivated, empathetic, "cool" teacher. I'm one of the good guys and would never, intentionally, do something I knew would have a negative affect on any of my students, but what impact could a "bad" teacher have on students? If what and how I decided to teach affected the outcomes of every one of my students, and they are so open to change, a "bad" teacher could destroy them. When does the time come when their learning or growth stops and nothing can affect the results of their checklists? My personal second checklist results didn't deviate from my first and I had structured the lessons to highlight all of the intelligences. Does this mean that at some point in time it becomes to late to change a child's outlook and impression of who she/he is?

I know that I have grown over the last 22 months. My teaching has grown with me. My time as a FBMP student has helped me accomplish this, as has working on my thesis. I have learned more about how students learn, what environment they need in order to learn best in, how giving them choices empowers them, and how listening to them empowers me. I have learned new techniques and teaching strategies that have worked and some that haven't worked, but I've learned to adapt them and try them some other time. I've learned how something as simple as introducing music into the classroom can change the entire learning environment. I've learned that room 221 is not "my" classroom, it is "our" classroom and it need to be personalized for everyone who spends time in it.

Our study was designed to focus, initially, on making sure that our curriculums represented and reflected all eight of the Multiple Intelligences, but I know that I have come to understand that it is much more than that. I can read all the books in the world, offer a multitude of products to my students, raise my expectations of what each child should be able to accomplish, but it is meaningless if I don't believe it. More so, It is meaningless if I don't personally practice it.

My teaching has changed and I have moved comfortably into the role of facilitator, but I still remain strongly, firmly, rooted to my philosophy of education. I truly believe that every child is capable of learning and it is the teacher's job to find out what that capability is. I have to challenge my students, as individuals. A cookie cutter curriculum is not going to produce students who love learning, are not afraid to take a risk, and are intrinsically motivated to seek out additional information. I have 52 curriculums to write this year, and who knows about the future

Our thesis has gone far beyond the realm of just providing students the opportunity to grow within the eight Multiple Intelligences. We have found out that theory alone is not directly responsible or applied to change, but by personalizing, practicing, making mistakes, and reflecting on how theory leads us to change ourselves, we have changed our students. We have also changed those teachers around us. We have shared my knowledge and excitement with our colleagues. We, our colleagues, and our FBMP cohorts are a community of professionals who are all committed to the same ideas, or at least the same beliefs and that is to make our students the best that they can possibly be while keeping them individuals and respecting their differences.

In summation of our thesis, Vicki Caruana connects our philosophy to an experience of her own. In her book Apples & Chalkdust, a story titled "Teachers are Students" reflects upon the idea that teachers are learners.

> As teachers, we are perpetual students. Yes, we may take another college course here or there to renew our certificates, but we also learn from our own teaching experiences
>
> Through the act of teaching, we learn how to resolve conflicts effectively. We discover how to talk so others will listen. We remember what it's like to be a student, so we tread with care.
>
> Remember the first time you had to teach fractions and it wasn't until the end of the lesson that you finally grasped it yourself? That's not something to worry about; that's something to celebrate
>
> Experiencing the learning process along with your students provides you with wonderful insight
>
> Tell your students - they will know they've really learned something when they can teach it to someone else. Give them opportunities within the classroom to teach.
>
> To educate is to be a part of a cycle of learning and teaching.
>
> When you attend an eye-opening workshop, teach others what you have learned. When you make a mistake, encourage others not to do the same.
>
> Have a humble heart when it comes to this business of teaching. You never know what you might learn or from whom you might learn it. (Caruana, 1998, p.46-47)

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Appendices

Appendix A

Project FUTURE Grant - Site B

A

INDIANA 2000 PROPOSAL
HARDING ELEMENTARY SCHOOL
HAMMOND, INDIANA

EVIDENCE OF COMMITMENT

The School City of Hammond community has had a long standing reputation as risk-takers and frontiersmen in educational reform. Their first bold step in reformulating the purpose of education began in 1980. This School Improvement Process concept brought many educational changes, and the first step in community involvement in education. Harding Elementary School actively participated in this reform initiative. Parental involvement, a climate for change, and a focus on student recognition and success evolved. In 1988, a Strategic Planning Committee was formulated to evaluate the status of educational reform in Hammond, to study these past practices, and set future goals. After a one-year study by this group composed of teachers, administrators, the union president, and Phillip Schlechty, as consultant, the overwhelming conclusion was the need to move beyond improvement. The Hammond School City community accepted this challenge, envisioning schools that rethink the purpose of education--a redefinition of what is teaching and learning, curriculum reform, student assessment, professional growth, and radical change in the structure of schools. The outcome of this committee was the design of the School-Based Restructuring Process document which was adopted by the Hammond School Board in January of 1990. The SBRP provides the mechanics to enable each school to develop and implement their visions. It also provides for total community participation program design. In February of 1990, when the challenge to restructure was proposed, the Harding School faculty responded as trailblazers, piloting this initiative. Harding School community's restructuring initiative, an assessment of strengths and weaknesses, resulted in long range goals. This has focused staff, PTA, and committee meetings on development of student success outcomes and enabling the change process. Over the last two years, the staff has significantly increased their attendance at professional conferences in the areas of affective and cognitive curriculum, innovative instructional strategies, and technology. Harding's media specialist has made three site visitations to innovative schools in Indiana. She has inserviced the staff, and concepts in problem solving/critical thinking and thematic approach have been incorporated into the curriculum by several staff members. A parent resource area and a staff development resource room provide materials to support the restructuring goals. The commitment to parental involvement has moved to a model of partnership and collaboration. This is evidenced by parents serving on the site-based planning team, PTA funding of teacher mini-grant proposals, increased PTA attendance, a broader range of parent volunteer activities, and the inclusion of parents in the professional development plan.

The Hammond School City community embraces the six national goals of America 2000 and the Indiana 2000 goals. They are taking their first step in being designated an America 2000 community on November 25, 1991, when a Hammond 2000 Blueprint Committee begins. A Harding teacher has been nominated to serve on this committee.

The Hammond Teachers Federation has been a catalyst for reform through formulating a partnership with the Center for Leadership and School Reform in Louisville, Kentucky. This center links with the Hammond Leadership and Program Development Academy, which coordinates restructuring efforts, provides staff development, and supports individual school initiatives. The HTF is one of seven recipients in the United States of the American Federation of Teachers restructuring grants. This grant promotes networking and the expansion of the educational research and dissemination component for professional development. A Harding teacher is the recipient of a Distinguished Fellow from the AFT and is recognized as a future leader in restructuring.

The concept of the HTF living contract encourages and sustains change in the structure of the school sites. The language in the contract on restructuring enables teachers to have the authority and flexibility to create educationally sound programs based on student success outcomes. The teacher self-assessment component allows teachers to be responsive to their self-actualization growth, and to set professional goals that enhance student success.

Hammond has a very ambitious Partnership in Education Program, which has received national acclaim. Harding School has networked with this partnership and is building business support with Van Tils Supermarket, Burger King, Gibson Woods, and Woodmar Mall. Purdue University Calumet Campus is expanding their partnership with Harding School, and a plan is being proposed for Harding to become a professional development school. The Hammond Education Foundation awarded Harding teachers six mini-grants. The key restructuring components of these grants are increased parental involvement, innovative strategies, alternative assessments, and parents as instructional partners in their child's education.

VISION

"Visionary reform requires all who participate in the life of the school to reformulate beliefs about the school's purpose so that it responds to the needs of the students and the invention of school work to satisfy these needs. Reform is rethinking what is learning, and what is teaching, and requires challenging the accepted practices that have become habitual." (Phillip Schlechty, 1991, Schools for the 21st Century)

The Harding community's shared vision, developed in a collaborative consensus model, is founded on their beliefs about

The first year of the five year plan will concentrate solely on professional development. Professional development opportunities will be offered to professional staff, support staff, and parents. In the second year, the communities will be established. The students will be heterogeneously mixed, with diversity of ability viewed as an asset, not a detriment, to the potential success of the program. There will be three teachers per team forming two communities, a primary and intermediate. In addition to the interdisciplinary teachers, the special education teacher, the remedial reading teacher and the media center teacher will join the instructional team throughout the day. The classroom teacher will be considered the curriculum specialist; the special education teacher the learning specialist; the remedial reading teacher the resource strategy specialist; the media center teacher the provider of materials, resources, and divergent activities to accelerated students. The art, gym, and music teachers will enhance the integration of the thematic approach. Teachers will have a joint planning period each day to insure ongoing program integration, implementation, and frequent student and program evaluation Simultaneously, the second stage of professional development knowledge base would be incorporated. In year three, two additional instructional teams would join the pilot. The focus of the third year would be to support the ongoing organizational structure and pilot a kindergarten/developmental first grade component. In 1991, three Harding teachers received a grant to provide training to parents with preschool children in the Harding community, and the PTA committed additional funds for expansion of this program. Our goal is to work towards meeting the national and state readiness for school goal. In year four, two additional instructional community teams would emerge. The readiness for school component would be expanded, and the component of peer teaching, resulting from existing grants, would also be expanded. In year five, Harding School would become a totally multi-aged, multi-ability, interdisciplinary community. Emphasis in this year would be a partnership with the middle school to successfully integrate entering students into their educational setting.

Professional development would continue to be the pivotal focus of the Harding community throughout the entire process, keeping vigil on extending into the community with an emphasis on parents and community as partners in education.

Current efforts at Harding have already begun to meet the National, Indiana, and Hammond 2000 goals. In place are instructional strategies in thinking mathematics, activities integrating math and science, cooperative learning, Science Mobile, multi-disciplinary integration, thematic approach, critical thinking/problem solving, and peer coaching. The challenge is to build on these instructional strategies incorporating them into the multidisciplinary instructional community.

learning and student success. (enclosure) The following beliefs are inherent in the culminating vision statement: 1. Learning is a life-long process; 2. The learner is the center of the system -- each one is responsible for his or her own learning and achievement; 3. Learners must have a support system and an academic milieu that sets the stage for success; 4. In the 21st century, emerging and yet to be invented jobs will require complex problem solving, teamwork and use of highly sophisticated machines; 5. Learners are already a part of a diverse multicultural world which requires the curriculum to have richness and texture, and knowledge work that will ensure student success in a diverse and complex world.

The vision has guided our strategic long term plan, and propelled the community to be risk-takers and forerunners in creating an experimental educational environment. (vision action plan enclosed) The organizational system supports a core curriculum that maximizes cooperation, critical thinking, social responsibility, and equity in education. Grouping the staff and students in different ways, in alternative roles and relationships, will lead to divergent paths to achieve goals that will prepare our students to be responsible citizens. It fosters an environment for parents, students, and teachers to take risks and be allowed to fail without being judged a failure.

The proposed experimental school provides students a rich multidimensional, learning environment and supports a professional work environment for the adults. Parents and community partnerships form an alliance so that communication experiences and educational practices are shared.

Program Framework

A multi-aged, multi-ability, interdisciplinary, collaborative teaching instructional community provides the framework for our program proposal. This framework is based upon the current research in the area of school restructuring. The work of noted experts, Dr. Phillip Schlechty and Dr. Shirley McCune, have most impacted our thinking.

Program Overview

Multi-age, Multi-ability, interdisciplinary communities are personalized environments which build accountability. Parents as partners in these communities, whether it be day-to-day support staff, volunteers, or extenders at the home level, enhance a climate of caring and respect.

Central to Harding's proposal design of the experimental restructured school, is professional development. The professional development component, discussed in detail at a later point in this document, is built on a researched model to insure intensive reflective, multidimensional instructional strategies.

management team. The planning team membership is composed of five teachers, nominated and elected by their peers, the building principal, two parents, (nominated and elected by the parent membership), and a community member from Purdue University Calumet. The site-based management team has been in place since May 1990. In addition to the site-based management planning team, school-based committees and design teams were formed to realize long range goals resulting from the assessment. The school community received inservice training on the consensus model. This insures total community input and allows the shareholders to be involved in establishing goals.

Over the last two years, supportive training in site-based restructuring has propelled the Harding community to undertake radical educational reform changes. It has changed the school climate and the leadership system. The consensus model is the adopted vehicle that facilitates collaborative decision making. Evidence that this model is the adopted organizational practice, rather than the exception, is clearly visible in the Harding vision statement which was arrived at through a collaborative consensus process. The Harding student council also operates on a consensus model. Harding's motto: "HAND IN HAND BUILDING THE FUTURE", was designed and chosen by the student body.

Harding School has changed the structural rules, roles and relationships, resulting in a redesigned managerial structure where shared decision making and teacher leadership are the centerpiece. Long range and short range strategies are being implemented so that policies and work schedules encourage restructuring. There is critical support from staff and community. The school community is restructuring their roles, becoming political activists, researchers, writers, communicators, and advocates for student success through educational reform. Their commitment, beliefs, and actions support the reform necessary to become an Indiana 2000 school.

WAIVERS

The site-based management team, supported by the Hammond Leadership Academy, will oversee the implementation of the envisioned experimental school proposed in this document. The proposed experimental school will require flexibility in the way time, space, personnel, resources, and knowledge are allocated. The Central Review Committee of the Hammond Leadership Academy will monitor the plan for state, federal and local legal regulations, and advise the Harding planning team of what waivers are needed. Internally, the planning team will devise a pre-implementation checklist to insure success at each incremental step. A design team will be requested to develop expertise on the present state, local and federal regulations that govern our school, so that they may advise the site-based management team on a timely basis. As McLaughlin suggests, "We have learned that we cannot mandate what matters to effective practice; the challenge lies in understanding how policy can enable and facilitate."

The accompanying letters of support from the Harding professional/support staff, principal, planning team, PTA, and university partnership, are strong indicators that our five-year plan can become a realized goal. (enclosure) The evaluation strategies built into our PBA results-orientation strategic plan insures steady incremental movement towards our vision. (enclosure) We are not so naive to believe that it will be smooth sailing, but when Thomas Edison set out to light the world, he did not look to tinkering with a candle.

EXPANDED MANAGEMENT
A rethinking of the management structure of the school underlies fundamental school reform It is Harding School's belief that to change instructional practices we must change how our schools are organized and administered. Patterns of decision making must be developed to distribute authority, and to identify and develop leaders. The rules, roles, and relationships of teachers, parents, students, and administrators must be fundamentally changed so that participatory leadership is inherent in the structural organizational model. Reform requires all who participate in the life of the school's organizational structure, so that it responds to the needs of the students. It requires challenging accepted practices that have become habitual.

The School-Based Restructuring Document adopted by the School Board in 1990, accompanied by the Hammond Teachers Federation contract, supports Harding School's vision of participatory leadership. Section VII of the HTF contract guarantees the teacher's role in site-based management. The election process of teachers to the site-based management team is outlined in the contract. There is an equity formula so that teachers represent the majority on the site-based management team by one person. The building principal is a member of the planning team and shares the leadership role with the membership. The Hammond Teachers Federation is committed to collaborative decision making at local schools to restructure the educational process, so that students are better served. The Hammond Teachers Federation and the School Board model this collaborative decision-making process in negotiation and teacher representation in city-wide committees.

The Hammond Leadership Academy is set up so that each school's strategic decisions are facilitated to succeed. The academy reviews proposed projects for system-wide program compatibility and helps procure necessary funds to implement the project. A Central Review Committee reviews the proposed projects for federal, state, and local legal compatibility. (enclosure).

As a result of Harding School's Performance Based Accreditation self-assessment process, a site-based planning team was instituted. The Hammond Leadership and Professional Development Academy provided training in consensus reaching, problem solving, team building, and strategic planning for Harding's site-based be implemented in the strategic plan. (enclosure) The Concerns Based Adoption Model and Instructional Theory into Practice format were chosen.

The Concerns Based Adoption Model provides the vehicle for dealing with change issues. In the first stage, awareness and information are provided, and teachers begin experimentation in curriculum and assessment. In the second stage, awareness moves into a task stage change model. This is where the management of the innovation takes place. Materials are chosen, flexible scheduling of time, staff, space, resources and curriculum are planned, and the concepts are integrated so that experimentation can move into implementation. In the third stage, impact and collaboration methodology is implemented and reflected upon. Journals, observations, and research are utilized. This would be the stage at which the vision into the experimental school pilot program would begin.

Simultaneously, an Instructional Theory into Practice format will be utilized in the professional development plan. This model supports and expands the CBA model, incorporating the critical element of adult learning theory. There are four stages in this format:

1. Anticipatory set: exploring the instructional technique, sharing ideas and problem solving.
2. Direct instruction: expertise in the area of instructional techniques provided through lecture, discussion and activities.
3. Guided practice: practicing the instructional technique, internalization of practice and reflection on practice.
4. Support: peer coaches and an instructional teacher leader will provide support to oversee the implementation of the instructional strategy, the collaborative teaching model and will set the conditions for effective professional development.

These models empower the Harding educational community by providing resources for change, opportunities for reflective practice, recognition, and affirmation of contributions and accomplishments.

EVALUATION

"Twenty years ago standardized tests served as reasonable indicators of students' learning. In today's political climate, tests are inadequate and misleading as measures of achievement. Assessment should be redesigned to more closely resemble real learning tasks." (Lorrie Shepard, 1989, ASCD)

Harding's commitment to authentic assessment supports the vision based on developmental learning: conceptual development, higher level reasoning/critical thinking skills, goal setting and self-evaluation, and interpersonal skills. None of these taking precedence over the other provides for the whole child. It

PROFESSIONAL DEVELOPMENT

"If we are truly concerned about student outcomes, we must examine restructuring from the perspective of students and the learning process which is provided for them." (Shirley McCune 1988)

The Harding School community realizes that school-based management and shared decision making are not ends in themselves, but provide systemic maintenance to achieve a balanced equation that restructures the learning and teaching environments. Central to Harding's proposal to design an experimental restructured school, is professional development. Professional development, as outlined, will support systemic growth, and enable the school community to address multidimensional curriculum reform. Educators will become creators of curriculum and risk-takers, designing strategies that overcome the barriers of how resources and knowledge have traditionally been allocated. Our vision and long-range strategic plan, will allow our school to go beyond responding to failure in teaching basic skills, to preparing children to function effectively in a world of ideas, creating a learning environment that promotes life-long learners prepared to live in an information based knowledge work society. It is our goal to develop, not just identify, aptitude. Harding's professional development plan promotes a cadre of teacher leadership and expands the role of the parent as teacher, so that innovative strategies initiated do not dissolve in response to limited financial resources, but are supported by these two most valuable resources: teachers and parents.

Embedded in Harding School's vision are a set of beliefs about teaching. We believe teaching is: 1. Being a facilitator of the learning process; 2. Creating knowledge work so that all children will learn; 3. Professional development as part of a commitment to life-long learning; 4. Providing richness and texture in the curriculum to enable students; 5. Assessment as a benchmark in goal achievement - not an accelerator of the sort and select process; 6. Parents as partners in the child's support system; 7. An empowerment of students; 8. An interactive process; 8. Providing students with a learning environment in which success is the accepted norm.

These beliefs led to instructional strategies identified by the professional staff that would significantly affect student success: 1. Cooperative learning; 2. Control theory; 3. Thematic approach; 4. Collaborative teaching model; 5. Multi-age/multi-ability grouping; 6. Knowledge work/curriculum alternatives; 7. Instructional technology; 8. Alternative assessment; 9. Problem solving/critical thinking skills.

Models for successful implementation to insure an intensive, reflective strategy were researched by a design team, and will in their child's education. Quarterly, the skills checklist will be accompanied by mastery statements so they can celebrate successes with their child.

The organizational plan of the SBRP and Hammond 2000 initiatives designates the school site to monitor their attainment of the goals. Harding School community, in a collaborative model, will determine the implementation strategies to meet these goals. The site-based planning team is responsible for monitoring and setting the bench marks that will evaluate their students' progress. The School City of Hammond curriculum department will monitor and set bench marks for the system. This conceptual model plan allows Harding not to lose sight of the community's vision while striving to reach system, state and national goals. Continuously developing evaluation systems, organization, maintenance, and planning for growth will insure effective programs become institutionalized. Harding's self-assessment, in conjunction with the PBA, has resulted in a strategic plan to meet the goals of our vision over a three to five year period.

STATUTORY REQUIREMENTS

The Hammond School Corporation has formed a Blueprint Committee, whose task is to address the six national goals, the Indiana goals, and to then formulate Hammond 2000 goals. The Blueprint Committee is a collaborative model, and includes teachers, central administration, board members, building principals, and the union president. This committee met on November 25 and 26, 1991. The committee drafted eight goals that incorporate the national and state goals, but do not lose the community flavor. The next step of the plan is awareness of the shareholders in the community. Meetings are set in place for the months of December 1991 and January 1992, to assure that all of the shareholders have been provided the knowledge base. Committees with representation of the shareholders will be formed to provide indicators and strategies to achieve the goals. After the eight goal committees have completed their documents, the Blueprint Committee will prepare a final document containing a vision, mission, the eight goals, indicators, strategies, and a results-oriented monitoring system. The time line for this document is to be presented to the School Board of Trustees in May of 1992. One of the outcomes of this document will be the focus on student learning, that all site-based planning teams will utilize to create innovative strategies and insure student success. The collaborative model and focus on students as knowledge workers, demonstrated by the eight goals drafted by the Blueprint Committee, provides support and resources for schools to be bold risk-takers in creating experimental schools.

ADMISSION PLAN

The admission plan enclosed in this proposal reflects the School City of Hammond's district policy. (enclosure) Harding School has openly received students from other home schools in the past. Harding has a strong sense of community and few, if any, of its students have chosen the open enrollment option.

will be one of the most challenging tasks the Harding School community undertakes as they break the paradigm regarding assessment. In creating a vision of our experimental school, the way in which the role of the teacher, student and parent is accepted practice in the formative stage of the bell shaped curve model, where "averageness" and failure are inherent, is no longer a viable assessment tool. Rather, incremental steps leading to mastery on challenging tasks, and constructive goal setting models to reach mastery, are the key to our evaluation supporting our vision. Our restructuring of the instructional materials and learning environment require evaluation strategies moved beyond summative evaluation dependent on yearly achievement testing. It is a goal that our assessment tools focus on the developmental process of students, insuring they become goal setters, decision makers, responsible for their own learning, and able to make judgments about their own performance.

Since the Harding School community has not as yet received formalized training in designing alternative assessment tools, it is difficult to go beyond the research model. Harding's experimental school organizational structure requires a Summative Outcomes Based Model. The key questions in developing the assessment tool are: What are the academic skills, interpersonal skills, creative problem solving skills that a student exiting the primary and intermediate communities would have acquired? We understand and accept state mandated achievement tests as one component to measure student success. Analyzing the results of these tests, and connecting them to instructional strategies, will change their present context of being merely informational. Portfolio assessment will balance the measure of comparison used in testing to an individualized broader context. It will support the outcome based questions and provide substance in observing students, taking risks, developing creative solutions, and making judgments about their own performance. The evaluation components in the cooperative learning model will further support these areas and provide the acquisition of interpersonal skills. This model focuses the student as the participant, rather than the object of assessment, and the teacher as facilitator of knowledge work, rather than the determiner of sorting and selecting through assessment.

Formative evaluation will focus on the effectiveness of the educational strategy on the outcome. Questions that need to be answered are: Did the knowledge work created for the student provide mastery? Did the instructional strategies provide for student mastery? Did the instructional technology support the mastery? We will experiment with a mastery level of 85%; this allows the students to move in and out of the skills needed to be acquired. The mastery tasks are multidimensional, so there are community expectations and divergent tasks that consider age and academic ability. It provides a strong plan for daily, weekly, and quarterly evaluation. Parents will receive a semi-monthly skills check progress report, supportive resources, and inservice, so they will be an active partner

PRELIMINARY BUDGET PROPOSAL
INDIANA 2000

Harding Elementary School
3211 165th Street
Hammond, Indiana 46323

STAFF DEVELOPMENT

Cooperative Learning (School City of Hammond will fund)	$0000.00	(1992-93)
Collaborative Teaching Model	$1000.00	(1992-93)
Multi-age/Multi-ability Grouping	$1000.00	(1992-93)
Glasser's Control Theory	$1000.00	(1992-93)
Thematic Approach	$1000.00	(1992-93)
Knowledge Work/Curriculum Alternatives	$1000.00	(1992-93)
Instructional Technology (School City of Hammond will fund)	$0000.00	(1993-94)
Problem solving/Critical Thinking	$1000.00	(1993-94)
Alternative Assessment	$1000.00	(1993-94)
Community Team Planning*	$9000.00	(summer of 1993)
	$6000.00	(summer of 1994)

*Instructional team plus support team members in 1993 and additional instructional team in 1994 (stipends and materials)

TOTAL: 22,000.00

TRAVEL

Site Visitations (School City of Hammond will fund)	$0000.00	(1992-94)
Professional Conferences (School City of Hammond will fund)	$0000.00	(1992-94)

TOTAL: 00.00

A

RESOURCES

Videotapes, journals, books
for Professional Development Room
and Parent Resource Area -------------- $3000.00 (1992-93)

TOTAL: 3000.00

PERSONNEL

Training for site-based teams
has been provided by the
School City of Hammond ---------------- $0000.00 (1990-91)

TOTAL: $00.00

****
* GRAND TOTAL: $25,000.00 *
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Appendix B

Indiana State Proficiencies

INDIANA STATE PROFICIENCIES FOR KINDERGARTEN

ENGLISH/LANGUAGE ARTS PROFICIENCY STATEMENTS

- Exhibit a positive attitude toward language and learning
    - asking others to read, to tell stories, listening
    - playing language games
    - sharing personal experiences
- Select and apply effective strategies for reading
    - letter recognition
    - left/right sequence
    - basic sight vocabulary
- Comprehend developmentally appropriate materials
    - picture books
    - nursery rhymes, poems, fairy tales
    - familiar signs, labels
- Select and use developmentally appropriate strategies for writing
    - using drawings
    - creative, inventive spelling
- Use prior knowledge and content information to make critical judgments
    - telling why they like a story
    - making predictions from what they hear
- Communicate orally with people of all ages
    - asking and answering questions
    - listening and responding
- Recognize the interrelatedness of language, literature, and culture
    - learning about culture through language arts

MATHEMATICS PROFICIENCY STATEMENTS

- Develop problem- solving abilities
    - using manipulatives
    - acting out situations
- Communicate an understanding of mathematics
    - numbers and numerals
    - sets, shapes, size
- Develop reasoning skills
    - create and / or duplicate patterns
    - group objects
- Recognize and develop mathematical connections
    - how does math relate to language
    - math is everywhere
- Develop a sense of whole numbers
    - match the set with the number
    - write the numeral that matches the set
    - more or less
- Develop place-value concepts for whole numbers
    - put objects in groups of ten
- Develop a sense of fractions and decimals
    - share objects equally
    - match pieces
- Develop computation and estimation skills for whole numbers
    - combining of sets
    - removing of sets
- Recognize, describe, draw, classify and compare geometric objects
    - sort shapes
    - draw circles, squares, triangles, etc.
- Develop spatial sense
    - identify position: up, down, inside, outside, above, under
- Estimate and measure using standard and nonstandard units
    - compare objects by length, weight, color, size

INDIANA STATE PROFICIENCIES FOR Grade 1

ENGLISH/LANGUAGE ARTS PROFICIENCY STATEMENTS

- **Exhibit a positive attitude toward language and learning**
  - asking others to read, to tell stories, listening
  - playing language games
  - sharing personal experiences
  - using language freely to create plays, write and tell stories, document experiences
- **Select and apply effective strategies for reading**
  - using semantic (word) clues to construct meaning
  - using syntax (sentence structure) to construct meaning
  - use of phonics to decode words
  - draw upon background knowledge to construct meaning
- **Comprehend developmentally appropriate materials**
  - picture books, personal journals, group writings
  - nursery rhymes, poems, fairy tales
  - using textbooks and appropriate materials effectively
  - Understand charts and graphs
- **Select and use developmentally appropriate strategies for writing**
  - developing pre-writing strategies
  - writing simple drafts and final editions
  - creative, inventive spelling moving toward decoding skills
- **Write for different purposes and audiences with a variety of forms, including**
  - real and make believe stories
  - rhymes, poetry, riddles
  - personal and informational messages
- **Use prior knowledge and content information to make critical judgments**
  - identifying the type of story, categorizing ideas
  - telling why they like a story
  - making predictions from what they hear
- **Communicate orally with people of all ages**
  - asking and answering questions with complete sentences
  - sharing personal ideas, identifying and repeating the ideas of others
  - listening and responding
- **Recognize the interrelatedness of language, literature, and culture**
  - understanding that communication can take many forms;
  - signs, dance, art, song, literature, stories, movies
  - learning about other culture through language arts
  - the written, read, and spoken word are inseparable

MATHEMATICS PROFICIENCY STATEMENTS

- **Develop problem- solving abilities**
  - using manipulatives
  - acting out story problems
  - investigate new situations using previously learned mathematical knowledge
  - use language arts skills to tell a story problem
- **Communicate an understanding of mathematics**
  - Talk about the relationships between sets, shapes, and numbers
  - Draw pictures to illustrate an understanding of numbers and numerals
  - sets, shapes, size
- **Develop reasoning skills**
  - identify sets of objects according to common attributes
  - create and duplicate patterns using original combinations
  - verify the answer to a particular problem

- **Recognize and develop mathematical connections**
  - establish the relationship between measurement and a number line
  - how does math relate to language in literature and story
  - give examples that math is everywhere
  - recognize geometry in nature, architecture and art
  - recognize and develop the use cf money
- **Develop a sense of whole numbers**
  - match and classify objects according to attributes
  - count by ones and tens to at least 100
  - more or less and how many
  - match ordinal numbers with appropriate set
- **Develop place-value concepts for whole numbers**
  - establish ones and tens
  - identify 2-digit numbers
  - place objects in groups to represent 2-digit numbers
  - put objects in groups of tens to 100
- **Develop a sense of fractions and decimals**
  - divide regions into congruent parts, 12 and less
  - given areas divided into 12 or fewer congruent parts, the student will specify the fraction and write the fraction
  - given the fraction the student will be able to illustrate the congruent regions
- **Develop computation and estimation skills for whole numbers**
  - demonstrate mastery of 1-digit addends using sets
  - represent combinations of sets (+-) with number problems
  - demonstrate mastery of 1-digit addition and subtraction facts
- **Recognize, describe, draw, classify and compare geometric objects**
  - identify and draw circles, squares, rectangles, triangles, and diamonds
  - identify spheres and rectangular solids
- **Develop spatial sense**
  - able to draw congruent shapes correctly in differing positions
  - able to copy patterns and shapes
- **Estimate and measure using standard and nonstandard units**
  - develop a sense of measurement for length, weight, area, volume and temperature
  - identify coin values of penny, nickel, and dime
  - tell time using hours and half-hours
  - identify days of the week
- **Use data analysis and probability to analyze given situations and outcomes of experiments**
  - collect and organize information
  - construct and interpret picture and bar graphs
  - apply what has been learned and be able to determine what is most likely to happen

INDIANA STATE PROFICIENCIES FOR Grade 2

ENGLISH/LANGUAGE ARTS PROFICIENCY STATEMENTS

- **Exhibit a positive attitude toward language and learning**
    choosing to read and write during leisure time
    listening as others read and tell stories
    playing language games
    discussing personal experiences
    using language freely to create plays, write and tell stories, document experiences
- **Select and apply effective strategies for reading**
    able to elaborate on the meaning of a word, sentence, story
    using semantic (word) clues to construct meaning
    using syntax (sentence structure) to construct meaning
    use of phonics to decode words
    draw upon background knowledge to construct meaning
- **Comprehend developmentally appropriate materials**
    familiar with all sorts of environmental words, signs, and labels
    picture books, personal journals, group writings
    nursery rhymes, poems, fairy tales
    using textbooks and appropriate materials effectively
    Understand charts and graphs
    can choose appropriate materials for personal use
- **Select and use developmentally appropriate strategies for writing**
    developing pre-writing strategies
    writing simple drafts and final editions
    creative, inventive spelling moving toward decoding skills
    can follow patterns of writing
    able to work collaboratively
- **Write for different purposes and audiences with a variety of forms, including**
    real and make believe stories
    rhymes, poetry, riddles
    personal and informational messages
    able to distinguish different kinds of writing
- **Use prior knowledge and content information to make critical judgments**
    identifying the type of story from previous examples
    categorizing words, sentences, stories, ideas
    telling why they like a story
    making predictions from what they hear and what they read
- **Communicate orally with people of all ages**
    listening and responding
    asking and answering questions with complete sentences
    sharing personal ideas, identifying and repeating the ideas of others
- **Recognize the interrelatedness of language, literature, and culture**
    understanding that communication can take many forms;
    signs, dance, art, song, literature, stories, movies
    enjoying works from our culture
    learning about other culture through language arts
    understanding that the written, read, and spoken word are inseparable

MATHEMATICS PROFICIENCY STATEMENTS

- **Develop problem- solving abilities**
    using manipulatives
    solve problems that require the use of lists, graphs, drawing pictures, patters, etc.
    forming problems from everyday situations
    investigate new situations using previously learned mathematical knowledge

- **Communicate an understanding of mathematics**
    - discuss mathematical relationships and concepts
    - Draw pictures to illustrate an understanding of mathematical concepts
    - write about mathematical topics presented at grade level
- **Develop reasoning skills**
    - identify and describe what comes next in a particular pattern
    - use addition to complete number patterns
    - verify the answer to a particular problem
- **Recognize and develop mathematical connections**
    - establish the relationship between addition and subtraction
    - how does math relate to language in literature and story
    - give examples that math is everywhere
    - recognize geometry in nature, architecture and art
    - recognize and develop the use of money
    - recognize and develop the use of probability and statistics to predict future events
- **Develop a sense of whole numbers**
    - match and classify objects according to attributes
    - count by ones, twos, five's and tens to at least 100
    - identify odd and even numbers
    - order a set of numbers immediately before or after any 2-digit number
    - compare any 2-digit number to determine greater and less
- **Develop place-value concepts for whole numbers**
    - establish ones, tens and hundreds
    - identify 2-digit numbers and place value
    - identify and discuss the number 100
    - on a number line be able to identify the nearest ten
- **Develop a sense of fractions and decimals**
    - divide regions into congruent parts, 12 and less
    - given areas divided into 12 or fewer congruent parts, the student will specify the- and write the fraction, be able to establish subsets within the subdivided region
    - the student will be able to illustrate a fraction given the parts
- **Develop computation and estimation skills for whole numbers**
    - demonstrate .mastery of 2-digit addends using sets
    - represent combinations of sets (+-) with number problems
    - demonstrate mastery of 2-digit addition and subtraction facts
    - use estimation where exact answers are not required
    - demonstrate mastery of subtraction using manipulative
    - demonstrate mastery of subtraction facts through addition, relationships
- **Recognize, describe, draw, classify and compare geometric objects**
    - make and draw circles, squares, rectangles, triangles, and diamonds
    - make, identify and describe cylinders, cones, and cubes
    - identify lines of symmetry
- **Develop spatial sense**
    - sketch a shape that is upside down
    - make cubes and boxes
    - given a complex shape or pattern the student will be able to extend it
    - identify congruent shapes in different positions
- **Estimate and measure using standard and nonstandard units**
    - read a thermometer calibrated using the Fahrenheit and Celsius scales
    - identify coin values of penny, nickel, and dime
    - use nonstandard measures for estimating area and weight
    - describe the relationship of inch, foot and yard
    - describe the relationship of centimeter and meter
    - tell time in five minute intervals
    - identify the value of quarters, half-dollars and dollars, also collections of coins
- **Use data analysis and probability to analyze given situations and outcomes experiments**
    - collect, construct and interpret picture and bar graphs
    - write stories using graphs and the information from them
    - determine from analysis what is most or least likely to happen

B

INDIANA STATE PROFICIENCIES FOR Grade 3
ENGLISH/LANGUAGE ARTS PROFICIENCY STATEMENTS

- **Exhibit a positive attitude toward language and learning**
    - choosing to read and write
    - selecting reading materials from libraries and school media centers
    - writing for personal satisfaction and enjoyment
    - reporting on reading and writing experiences
    - listening to others and sharing what they have read/written
    - discussing personal experiences, document them and share with others
- **Select and apply effective strategies for reading**
    - elaborate on the meaning of stories and why they are read
    - making comparisons and predictions
    - using semantic (word), syntax (sentence structure) clues to construct meaning
    - use of phonics to decode words
    - draw upon background knowledge to construct meaning
    - drawing conclusions
    - using headings, pictures, captions, and other textual cues in reading and writing
- **Comprehend developmentally appropriate materials**
    - familiar with all sorts of environmental words, signs, and labels in print
    - personal journals, group writings, stories, textbooks, audio-visual and reference
    - nursery rhymes, poems, fairy tales
    - Understand charts and graphs
    - can choose appropriate materials for personal use
- **Select and use developmentally appropriate strategies for writing**
    - continue developing draft writing strategies; prewriting, multiple drafts, revising
    - writing more complex drafts and final editions
    - able to work collaboratively
    - using literature to stimulate writing
    - selecting topics of personal interest
- **Write for different purposes and audiences with a variety of forms, including**
    - responses to different types of literature
    - real and make believe stories
    - rhymes, poetry, riddles
    - personal and informational messages, logs journals, messages, letters and lists
    - able to distinguish different kinds of writing
- **Use prior knowledge and content information to make critical judgments**
    - identifying the type of story from previous examples
    - identifying cause and effect relationships
    - distinguishing between fact and opinion, reality and fantasy
    - categorizing words, sentences, stories, ideas
    - making inferences from what they read and hear
    - telling why they like a story
    - making predictions from what they hear and what they read
- **Communicate orally with people of all ages**
    - listening and responding, contributing to class and group discussions
    - giving and following directions
    - paraphrasing what others have said
    - asking and answering questions with complete sentences
    - sharing personal ideas, identifying and repeating the ideas of others
- **Recognize the interrelatedness of language, literature, and culture**
    - understanding the elements of a story; theme, characters, setting, and plot
    - understanding that communication can take many forms; signs, dance, art, song, literature, stories, movies
    - using works from our culture and learning about other cultures through language art
    - understanding that the written, read, and spoken word are inseparable
    - understanding the structure of expository text

MATHEMATICS PROFICIENCY STATEMENTS

- **Develop problem- solving abilities**
  - using manipulatives to solve problems
  - solve problems that require the use of strategies; lists, graphs, drawing pictures, looking for patterns, etc.
  - forming problems from everyday situations
  - investigate new situations using previously learned mathematical knowledge
- **Communicate an understanding of mathematics**
  - discuss mathematical relationships and concepts
  - Draw pictures to illustrate an understanding of mathematical concepts
  - write about mathematical topics presented at grade level
  - explain the how and why a problem is solved through spoken and written language
- **Develop reasoning skills**
  - identify the missing information needed to find a solution to a given story problem
  - identify and describe what comes next in a particular pattern
  - use addition and subtraction to complete number patterns
  - verify the answer to a particular problem
- **Recognize and develop mathematical connections**
  - establish the relationship between addition and multiplication
  - recognize and develop the relationship between fractions and decimals
  - how does math relate to language in literature and story
  - give examples that math is everywhere; applications of graphs and charts for science and social studies
  - recognize geometry in nature, architecture, science and art
  - recognize and develop the use of probability and statistics to predict future events
- **Develop a sense of whole numbers,** continuation from second grade
  - match and classify objects according to attributes
  - count by ones, twos, five's and tens to at least 100
  - identify odd and even numbers
  - order a set of numbers immediately before or after any 2-digit number
  - compare any 2-digit number to determine greater and less
- **Develop place-value concepts for whole numbers**
  - establish ones, tens, hundreds, and thousands
  - identify any 3-digit number in various combinations of hundreds, tens and ones
  - given the number of ones, tens, and hundreds, construct the 3-digit number
  - identify and discuss the number 1000
  - on a number line be able to identify the nearest ten
- **Develop a sense of fractions and decimals**
  - divide regions into congruent parts
  - given a region divided into congruent parts, the student will specify and write the fraction and be able to establish subsets within the subdivided region
  - given a pair of fractions, determine which is larger or smaller, use models to show
  - the student will be able to illustrate a fraction given the parts
  - given physical models or illustrations, name and write a decimal to represent tenths and hundreds
  - given a decimal representing tenths, represent it as a fraction
- **Develop computation and estimation skills for whole numbers**
  - use manuplitives to develop subtraction algorithms
  - subtract any 2-digit number
  - add any two or more numbers less than 1000
  - determine the reasonableness of answers involving addition and subtraction
  - use manipulatives to illustrate addition algorithms
  - demonstrate mastery of 2-digit addition and subtraction facts
  - use estimation and mental computation where exact answers are not required
  - subtract any two numbers when subtrahend is less than 1000
  - use manipulatives and pictures to represent multiplication as repeated addition
- **Recognize, describe, draw, classify and compare geometric objects**
  - use the terms points, lines, and line segments to describe two-dimensional shapes

  - draw line segments and lines
  - draw lines of symmetry
  - determine congruent figures
  - identify and describe pyramids
  - identify, describe, and draw a kite
- **Develop spatial sense**
  - separate a shape into smaller shapes
  - recognize and make shapes from a set of three simple shapes
  - given a complex shape or pattern the student will be able to extend it
  - identify congruent shapes in different positions
  - construct three-dimensional objects
- **Estimate and measure using standard and nonstandard units**
  - read a thermometer calibrated using the Fahrenheit and Celsius scales
  - investigate perimeter
  - convert inches to feet, centimeters to meters
  - identify coin values of any collection of coins
  - estimate weight using pounds and kilograms
  - estimate capacity using quart's, gallons, liters
  - given a standard unit estimate and measure the area of any region
  - tell time to the nearest minute
  - measure to the nearest half and quarter-inch
  - given an amount of money determine if a purchase can be made
  - investigate the addition of hour and half-hour time intervals
- **Use data analysis and probability to analyze given situations and outcomes of experiments**
  - collect, construct and interpret picture and bar graphs
  - interpret circle graphs
  - write stories using graphs and the information from them
  - determine from analysis what is most or least likely to happen

B

INDIANA STATE PROFICIENCIES FOR Grade 4
ENGLISH/LANGUAGE ARTS PROFICIENCY STATEMENTS

- **Exhibit a positive attitude toward language and learning**
    - discussing and recommending printed material to others
    - choosing to read and write
    - selecting reading materials from libraries and school media centers
    - writing for personal satisfaction and enjoyment
    - reporting on reading and writing experiences
    - listening to others and sharing what they have read/written
    - discussing personal experiences, document them and share with others
- **Select and apply effective strategies for reading**
    - establishing purposes for reading
    - elaborate on the meaning of stories
    - making comparisons and predictions
    - using semantic (word), syntax (sentence structure) clues to construct meaning
    - use of phonics to decode words
    - draw upon background knowledge to construct meaning
    - drawing conclusions
    - using headings, pictures, captions, and other textual cues in reading and writing
- **Comprehend developmentally appropriate materials**
    - familiar with all sorts of environmental words, signs, and labels in print
    - personal journals, group writings, stories, textbooks, audio-visual and reference
    - nursery rhymes, poems, fairy tales
    - understand charts and graphs
    - can choose appropriate materials for personal use and to be recommended to others
- **Select and use developmentally appropriate strategies for writing**
    - continue developing draft writing strategies; prewriting, multiple drafts, revising
    - writing more complex drafts and final editions
    - using literature to stimulate writing
    - selecting topics of personal interest
- **Write for different purposes and audiences with a variety of forms, including**
    - responses to different types of literature.
    - real and make believe stories
    - rhymes, poetry, riddles
    - personal and informational messages, logs, journals, messages, letters and lists
    - able to distinguish different kinds of writing
- **Use prior knowledge and content information to make critical judgments**
    - identifying the type of story from previous examples
    - identifying cause and effect relationships
    - distinguishing between fact and opinion, reality and fantasy
    - books, stories, ideas
    - making inferences from what they read and hear
    - telling why they like or dislike about a story
    - making predictions from what they hear and what they read
- **Communicate orally with people of all ages**
    - listening and responding, contributing to class and group discussions.
    - giving and following directions
    - paraphrasing what others have said
    - asking and answering questions with complete sentences
    - sharing personal ideas, identifying and repeating the ideas of others
- **Recognize the interrelatedness of language, literature, and culture**
    - understanding the elements of a story; theme, characters, setting, and plot
    - understanding that communication can take many forms; signs, dance, art, song, - literature, stories, movies
    - using works from our culture and learning about other cultures through language art
    - understanding that the written, read, and spoken word are inseparable
    - understanding the structure of expository text

MATHEMATICS PROFICIENCY STATEMENTS

- **Develop problem-solving abilities**
  - using manipulatives to solve problems
  - solve problems that require the use of -strategies; lists, graphs, drawing pictures, looking for patterns, etc.
  - forming problems from everyday situations
  - investigate new situations using previously learned mathematical knowledge
- **Communicate an understanding of mathematics**
  - discuss mathematical relationships and concepts
  - Draw pictures to illustrate an understanding of mathematical concepts
  - write about mathematical topics presented at grade level
  - explain the how and why a problem is solved through spoken and written language
- **Develop reasoning skills**
  - identify the missing information needed to find a solution to a given story problem
  - determine the number of ways an event can occur
  - use addition and subtraction and multiplication to complete number patterns
  - verify the answer to a particular problem
  - analyze statements that use "and," "or," and "not"
- **Recognize and develop mathematical connections**
  - recognize and develop the relationship between addition and multiplication
  - recognize and develop the relationship between fractions and decimals
  - recognize and develop the relationship between measurement and fractions
  - how does math relate to language in literature and story
  - give examples that math is everywhere; applications of graphs and charts for- science and social studies
  - recognize geometry in nature, architecture, science and art
  - recognize and develop the use of probability and statistics to predict future events
  - recognize and develop the use of money and banking applications
- **Develop place-value concepts for whole numbers**
  - establish ones, tens, hundreds, and thousands
  - given a 4-digit number identify the number of ones, tens, hundreds, and thousands
  - identify any 4-digit number in various combinations of hundreds, tens and ones
  - given the number of ones, tens, hundreds, and thous. construct the 4-digit number
  - identify and discuss the number 1,000,000, read and write any number up to 1,000,000
  - on a number line be able to identify the nearest ten
- **Develop a sense of fractions and decimals**
  - rename and rewrite whole numbers as fractions with varying denominators
  - given models or illustrations, name and write mixed numbers
  - given models or illustrations, name and write mixed numbers as improper fractions
  - given a decimal representing thundredths, represent it as a fraction
- **Develop computation and estimation skills for whole numbers**
  - for any given situation involving repeated addends, represent the situation as- multiplication
  - use manipulatives and pictures to represent division as the sharing of objects
  - write a division sentence for any given involving shared groups
  - determine the reasonableness of mathematical answers
  - demonstrate the mastery of multiplication facts with factors up to ten
  - develop division facts generated from the multiplication facts
  - demonstrate mastery of 3-digit addition and subtraction facts
  - use estimation and mental computation where exact answers are not required
- **Develop computational skills with fractions and decimals**
  - using models and illustrations, determine the sum or difference of fractions with like or unlike denominators
  - using models and illustrations, determine the sum and difference of decimals
  - use algorithms to add and subtract decimals

- **Recognize, describe, draw, classify and compare geometric objects**
  - use the terms points, lines, and line segments to describe two-dimensional shapes
  - draw line segments and lines, rays
  - draw right , acute , obtuse, straight angles
  - draw lines of symmetry
  - draw parallel and perpendicular lines
  - identify and drawparallelograms, rhombuses and trapezoids
  - determine congruent figures
- **Develop spatial sense**
  - separate a shape into smaller shapes
  - recognize and make shapes from a set of four or more simple shapes
  - draw a shape that has been turned on its side or upside down
  - construct three-dimensional objects
- **Estimate and measure using standard and nonstandard units**
  - subtract units of length that may or may not require conversion of ft. to in./m. to cm.
  - select the appropriate unit of measurment for a given situation
  - investigate figures with equal perimeters
  - identify coin values of any collection of coins
  - estimate weight using pounds and kilograms
  - estimate capacity using quart's, gallons, liters
  - given a standard unit estimate and measure the area of any region
  - tell time to the nearest minute
  - measure to the nearest half and quarter-inch
  - given an amount of $ determine if a purchase can be made and what change to expect
- **Use data analysis and probability to analyze given situations and outcomes of experiments**
  - collect, construct and interpret picture, bar, circle and line graphs
  - explore graphs with units different from one
  - write stories using graphs and the information from them
  - determine from analysis what is most or least likely to happen

INDIANA STATE PROFICIENCIES FOR Grade 5

ENGLISH/LANGUAGE ARTS PROFICIENCY STATEMENTS

- **Exhibit a positive attitude toward language and learning**
  - discussing and recommending printed material to others
  - choosing to read and write
  - selecting reading materials from libraries and school media centers
  - writing for personal satisfaction and enjoyment
  - reporting on reading and writing experiences
  - listening to others and sharing what they have read/written
  - discussing personal experiences, document them and share with others
- **Select and apply effective strategies for reading**
  - establishing purposes for reading
  - elaborate on the meaning of stories
  - making comparisons and predictions
  - using semantic (word), syntax (sentence structure) clues to construct meaning
  - use of phonics to decode words
  - draw upon background knowledge to construct meaning
  - drawing conclusions
  - using headings, pictures, captions, and other textual cues in reading and writing
- **Comprehend developmentally appropriate materials**
  - familiar with all sorts of environmental words, signs, and labels in print
  - personal journals, group writings, stories, textbooks, audio-visual and reference
  - nursery rhymes, poems, fairy tales
  - understand charts and graphs
  - can choose appropriate materials for personal use and to be recommended to others
- **Select and use developmentally appropriate strategies for writing**
  - continue developing draft writing strategies; prewriting, multiple drafts, revising
  - writing more complex drafts and final editions
  - using literature to stimulate writing
  - selecting topics of personal interest
- **Write for different purposes and audiences with a variety of forms, including**
  - responses to different types of literature
  - real and make believe stories
  - rhymes, poetry, riddles
  - personal and informational messages, logs, journals, messages, letters and lists
  - able to distinguish different kinds of writing
- **Use prior knowledge and content information to make critical judgments**
  - identifying the type of story from previous examples
  - identifying cause and effect relationships
  - distinguishing between fact and opinion, reality and fantasy
  - books, stories, ideas
  - making inferences from what they read and hear
  - telling why they like or dislike about a story
  - making predictions from what they hear and what they read
- **Communicate orally with people of all ages**
  - listening and responding, contributing to class and group discussions
  - giving and following directions
  - paraphrasing what others have said
  - asking and answering questions with complete sentences
  - sharing personal ideas, identifying and repeating the ideas of others
- **Recognize the interrelatedness of language, literature, and culture**
  - understanding the elements of a story; theme, characters, setting, and plot
  - understanding that communication can take many forms; signs, dance, art, song, - literature, stories, movies
  - using works from our culture and learning about other cultures through language art
  - understanding that the written, read, and spoken word are inseparable
  - understanding the structure of expository text

B

MATHEMATICS PROFICIENCY STATEMENTS

- **Develop strategies for solving problems through translating data into mathematical language**
  - review solving problems that use the strategies of; lists, graphs, drawing pictures,-looking for patterns, etc.
  - solve a simple problem to suggest a solution to a more complex problem
  - solve problems that require more than two steps
  - forming problems from everyday situations
  - explain the thought process used in solving routine and non-routine problems
  - investigate new situations using previously learned mathematical knowledge
- **Develop and practice effective communication using the language of mathematics**
  - discuss mathematical relationships and concepts
  - explain and justify the solution to a given problem in a variety of settings (co-op)
  - make and validate conjectures about possible relationships
  - write about mathematical topics presented at grade level
  - explain the how and why a problem is solved through spoken and written language
- **Develop reasoning skills and apply them to problem-solving situations**
  - identify the same cube given a variety of cubes in various rotational positions
  - identify the missing information needed to find a solution to a given story problem
  - determine the number of ways an event can occur
  - reproduce a pictorial representation of a three-dimensional object using appropriate manipulatives
- **Recognize and make mathematical connections**
  - recognize relationships and pattern with whole numbers
  - recognize relationships between whole fractions
  - recognize and develop the relationship between measurement and fractions
  - recognize relationships and patterns within geometry
  - recognize the need for mathematics everywhere
  - recognize that measurement, statistics and problem solving have social implications
  - recognize and develop the use of probability and statistics to predict future events
  - recognize and develop the use of money and banking applications
- **Reinforce an understanding of the place-value system for whole numbers and decimals**
  - given a word for a numeral, identify the numeral from mill.to thou. and conversely
  - name the place value from thousands to millions of a particular digit given whole-number or decimals
  - round any given whole number to any specified place value
  - order sequentially a set of whole numbers up to one million
- **Reinforce an understanding of fractions and, and develop an understanding of percent, integers, and irrationals**
  - identify and classify a list of whole numbers 0 to 100 as prime or composite
  - use models to compare two or more rational numbers
- **Develop computation proficiency within the set of real numbers**
  - compute the sum or differences of two or more numbers (decimals), four digits or less
  - use a division algorithm to find the quotient of a 3-digit dividend and a 1-digit divisor
  - use the multiplication algorithm to find the product of two whole-number factors,-one of which is a single digit
  - use estimation to predict the results of problems using the four basic operations
- **Develop estimating skills with whole numbers, fractions, and decimals with application to measurement, geometry, and problem solving**
  - use a variety of strategies to estimate the result of a problem involving the four-operations of whole numbers
  - given a problem solving situation, make an appropriate estimate relating to size,-quantity, temperature, capacity, and passage of time

- **Develop an understanding of geometric terms and concepts and apply those concepts in problem solving activities**
  - identify and/or classify a selection of plane figures
  - given a set of plane figures and their attributes, identify those that are congruent
- **Develop measurement skills using customary and/or metric units**
  - choose the appropriate metric or English unit to determine linear measurement
  - choose the appropriate unit, metric or English, to measure area or volume
  - measure a given item to a previously indicated precision
- **Collect, organize, analyze, and interpret data through the use fundamental analysis procedures and communicate appropriate conclusions**
  - given a bar, line, or picture graph, interpret and analyze the data
  - choose an appropriate scale and construct a graph or diagram using a set of # data
  - given a problem situation, collect, organize, and present data in a variety of forms
  - construct an appropriate stem-and-leaf or box-and-whisker plot using a given data
  - identify which bar, line, and picture graph reflects a given set of data
  - find the mean of a given set of data
- **Develop an understanding of the basic concepts of probability and an ability to apply these concepts making appropriate predictions**
  - given a problem solving situation involving the likelihood of an event occurring, solve the problem by constructing a sample space
- **Develop an understanding of ratios, proportions, and percents with applications to problem solving**
  - use models and manuplitives to represent ratios and proportions
- **Develop explorations of algebraic concepts and processes**
  - given an open sentence, replace the variable with an element of the solution set
  - plot points on a number line
- **Develop and reinforce appropriate skills in the use of calculators and computers in problem solving situations**
  - demonstrate the use of a calculator in solving word problems with whole numbers
  - use the calculator to explore patterns and relationships with whole # and decimals
  - use the computer the explore number relationships and geometrical relationships
  - use the computer as a tool to analyze and represent data and to problem solve

Appendix C

Multiple Intelligence Lesson Plan Book

Lesson Model

C

Unit Plan ☐ Individual Lesson ☐

Grade ___ Subject ___________

Topic:

OBJECTIVES

COGNITIVE

AFFECTIVE

INTERACTIVE

ACTIVITIES to ACHIEVE OBJECTIVES

VERBAL-LINGUISTIC

LOGICAL-MATHEMATICAL

INTRAPERSONAL

INTERPERSONAL

VISUAL-SPATIAL

Imagination Activity

(can incorporate all 7 intelligences)

MUSICAL-RHYTHMIC

BODILY-KINESTHETIC

Olfactory/Gustatory

Multiple Intelligences Lesson Plan Book
Permission is granted teachers to reproduce this form for class room use.

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315 University Street, Healdsburg CA 95448

C

○ Art Materials
○ Manipulatives
○ Visuals
○ Library Books
○ Props/Costumes
○ Science Materials

○ Tape/CDPlayer
○ Music Tape/CD
○ TV/VCR
○ Videotape
○ Overhead

PREPARATION

ASSESSMENT

In Class:

Outside of Class:

PRESENTATION

Anticipatory Set:

Procedure:

Closure:

PROCESSING

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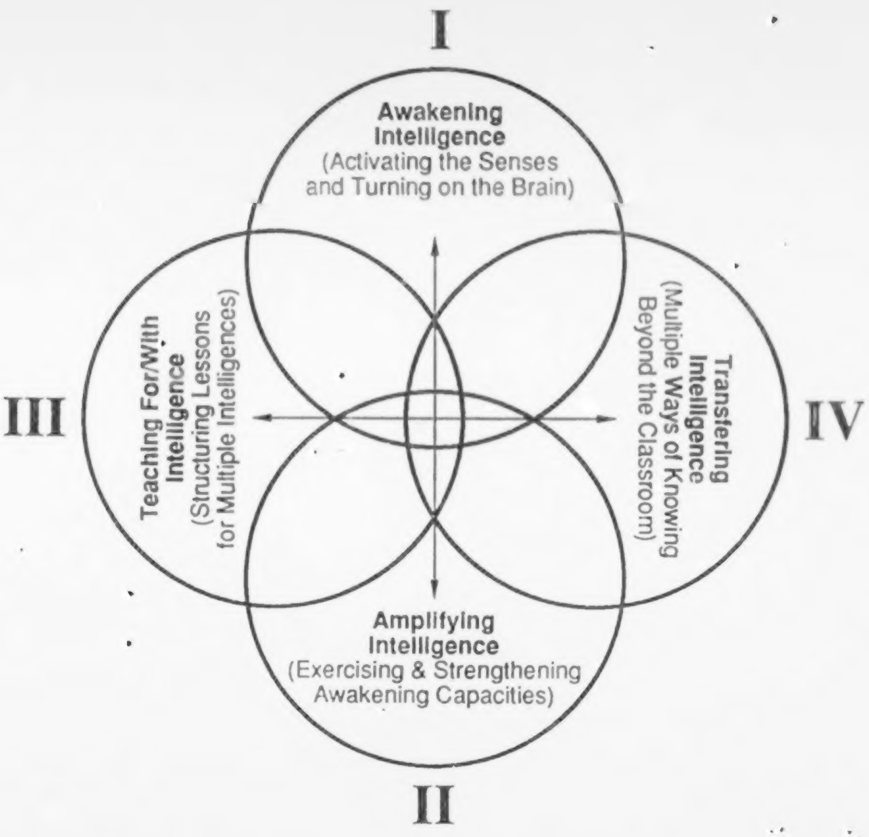
Appendix D

David Lazear's

FOR, WITH, ABOUT

Lesson Plan Model

What does it take to teach intelligence?


I
Awakening Intelligence
(Activating the Senses and Turning on the Brain)
III
Teaching For/With Intelligence
(Structuring Lessons for Multiple Intelligences)
IV
Transferring Intelligence
(Multiple Ways of Knowing Beyond the Classroom)
Amplifying Intelligence
(Exercising & Strengthening Awakening Capacities)
II

Awakening Intelligence

I. Since each of the intelligences is related to the five senses, a particular intelligence can be activated or triggered through exercises and activities that use the following sensory bases: sight, sound, taste, touch, smell, speech, and communication with others, as well as "inner senses" such as intuition, metacognition, and spiritual in-sight.

Teaching For/With Intelligence

III. This stage involves learning how to use, trust, and interpret a given intelligence in actual knowing, learning, and understanding tasks. In this book, teaching intelligence will be approached from the perspective of classroom lessons that emphasize and use different intelligences in the teaching/learning process.

Amplifying Intelligence

II. This involves practices for expanding, deepening, and nurturing an awakened or activated intelligence. As with any skill, our intelligence skills not only can be awakened, but they can also be improved and strengthened if we use them on a regular basis. Like any skills, however, they will also go back to sleep if not used.

Transferring Intelligence

IV. Here we are concerned with the integration of an intelligence into daily living, and its appropriate application to solving problems and meeting the challenges we face in the so-called "real world." The goal of this stage is for the intelligence to become a regular part of our cognitive, affective, and sensory perception of life.

Appendix E

If the Shoe Fits...

Lesson Plan Model

Make Your Own

LESSON NAME: ____________________

TARGETED INTELLIGENCE: Bodily/Kinesthetic

SUPPORTING INTELLIGENCES: ____________________

THINKING SKILLS: ____________________

SOCIAL SKILLS: ____________________

CONTENT FOCUS: ____________________

MATERIALS: ____________________

TASK FOCUS: ____________________

PRODUCT: ____________________

PROBLEM: ____________________

ACTIVITY:

REFLECTIONS:

1. ____________________
2. ____________________
3. ____________________

IRI/SkyLight Training and Publishing, Inc.

Appendix F

Multiple Intelligence

Observation Checklist - Site A

Multiple Intelligence Observation Checklist

Name______________________

Verbal / Linguistic:

____ Freely chooses books to look at
____ Looks at speaker / reader during story time
____ appropriate reactions to what speaker or reader says
____ attempts writing process
____ enjoys speaking through puppets

Musical / Rhythmic:

____Participates readily
____appears to enjoy listening to music
____remembers songs and poems easily
____willing to share songs or poems he/she knows

Logical /Mathematical:

____ recognizes patterns in daily life
____creates patterns of his/her own
____chooses freely: blocks, tinker toys, unifix cubes, etc.
____ enjoys puzzles

Bodily / Kinesthetic

____ enjoys playground equipment
____ given the choice will choose outside play over inside
____ freely chooses balls, jump ropes, etc.

Naturalistic:

____ enjoys sand table, magnifying glasses, etc.
____ brings in leaves, flowers, etc. to show the class
____ readily recalls learning about bugs, birds, plants, etc.
____ notices and shares changes in the weather

Visual / Spatial:

____ freely chooses markers, coloring, painting
____ enjoys drawing
____ makes reference to pictures in books
____ enjoys arranging and rearranging furniture in doll house

Intrapersonal:

____ works independently
____ freely chooses quiet-type activities (looking at books...)
____ shows awareness or expresses feelings
____ demonstrates empathy

Interpersonal:

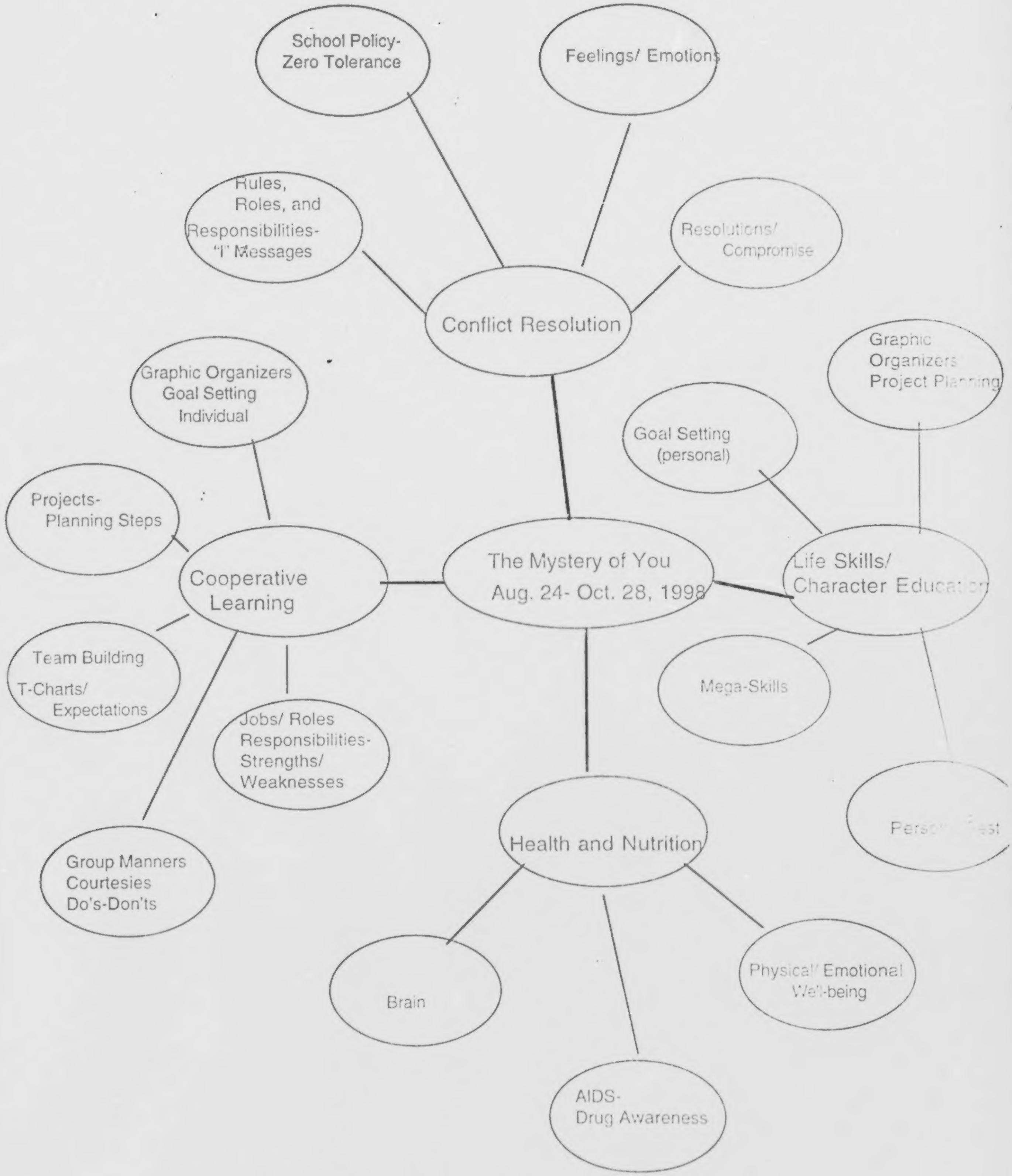
____ organizes games
____ is considerate of others
____ shares with others
____ invites others to join him/her

Notes:

Appendix G

Curriculum Planning Webs - Site B

G


School Policy-
Zero Tolerance
Feelings/ Emotions
Rules,
Roles, and
Responsibilities-
"I" Messages
Resolutions/
Compromise
Conflict Resolution
Graphic Organizers
Goal Setting
Individual
Graphic
Organizers
Project Planning
Goal Setting
(personal)
Projects-
Planning Steps
Cooperative
Learning
The Mystery of You
Aug. 24- Oct. 28, 1998
Life Skills/
Character Education
Team Building
T-Charts/
Expectations
Jobs/ Roles
Responsibilities-
Strengths/
Weaknesses
Mega-Skills
Personal Best
Health and Nutrition
Group Manners
Courtesies
Do's-Don'ts
Brain
Physical/ Emotional
Well-being
AIDS-
Drug Awareness

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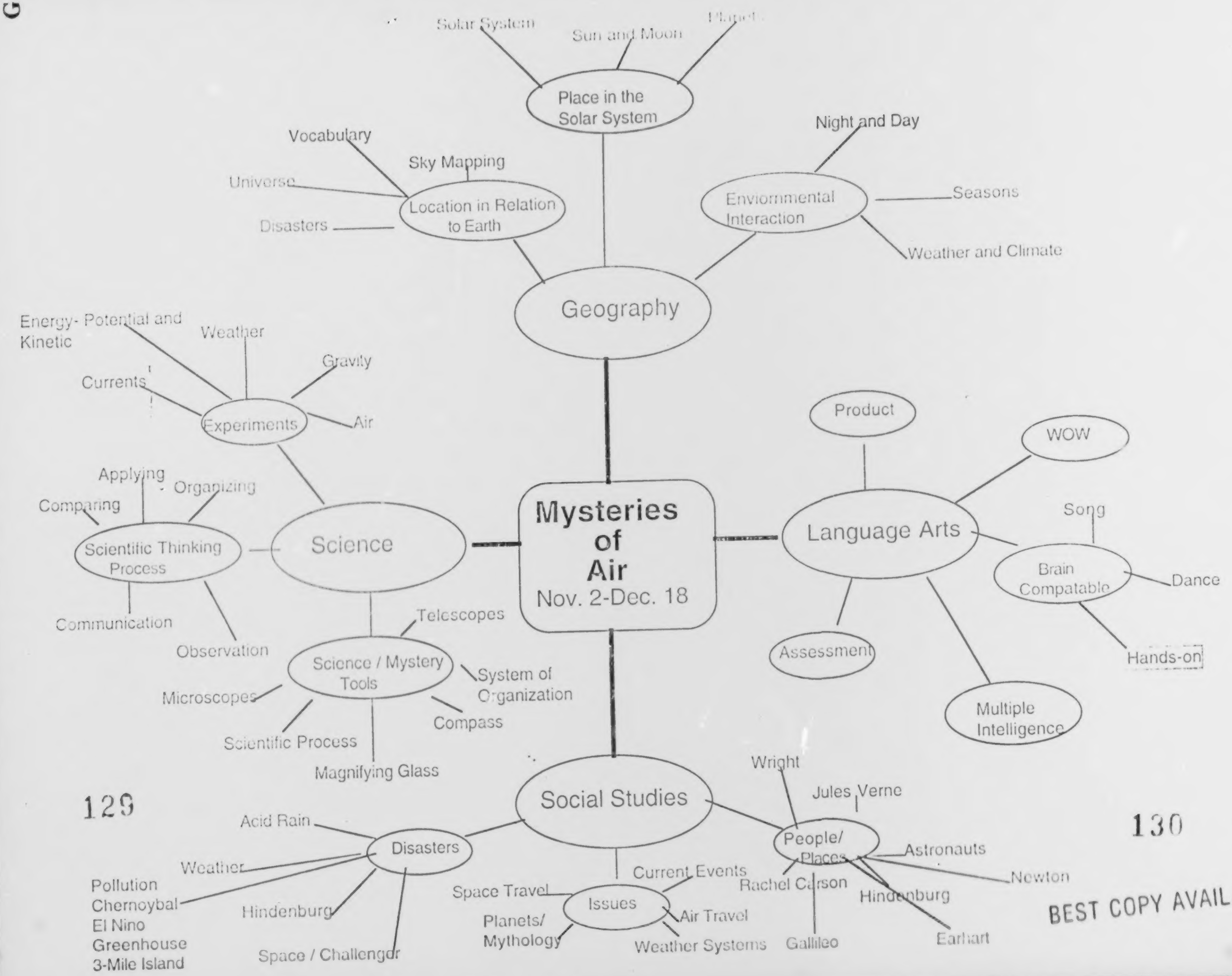
Mysteries of Air
Nov. 2-Dec. 18
Geography
Place in the Solar System
Solar System
Sun and Moon
Planets
Location in Relation to Earth
Vocabulary
Sky Mapping
Universe
Disasters
Enviornmental Interaction
Night and Day
Seasons
Weather and Climate
Science
Experiments
Energy- Potential and Kinetic
Weather
Gravity
Currents
Air
Scientific Thinking Process
Applying
Organizing
Comparing
Communication
Observation
Science / Mystery Tools
Telescopes
System of Organization
Compass
Magnifying Glass
Scientific Process
Microscopes
Language Arts
Product
WOW
Brain Compatable
Song
Dance
Hands-on
Assessment
Multiple Intelligence
Social Studies
Disasters
Acid Rain
Weather
Pollution
Chernoybal
El Nino
Greenhouse
3-Mile Island
Hindenburg
Space / Challenger
Issues
Space Travel
Current Events
Air Travel
Weather Systems
Planets/ Mythology
People/ Places
Wright
Jules Verne
Astronauts
Newton
Rachel Carson
Hindenburg
Gallileo
Earhart

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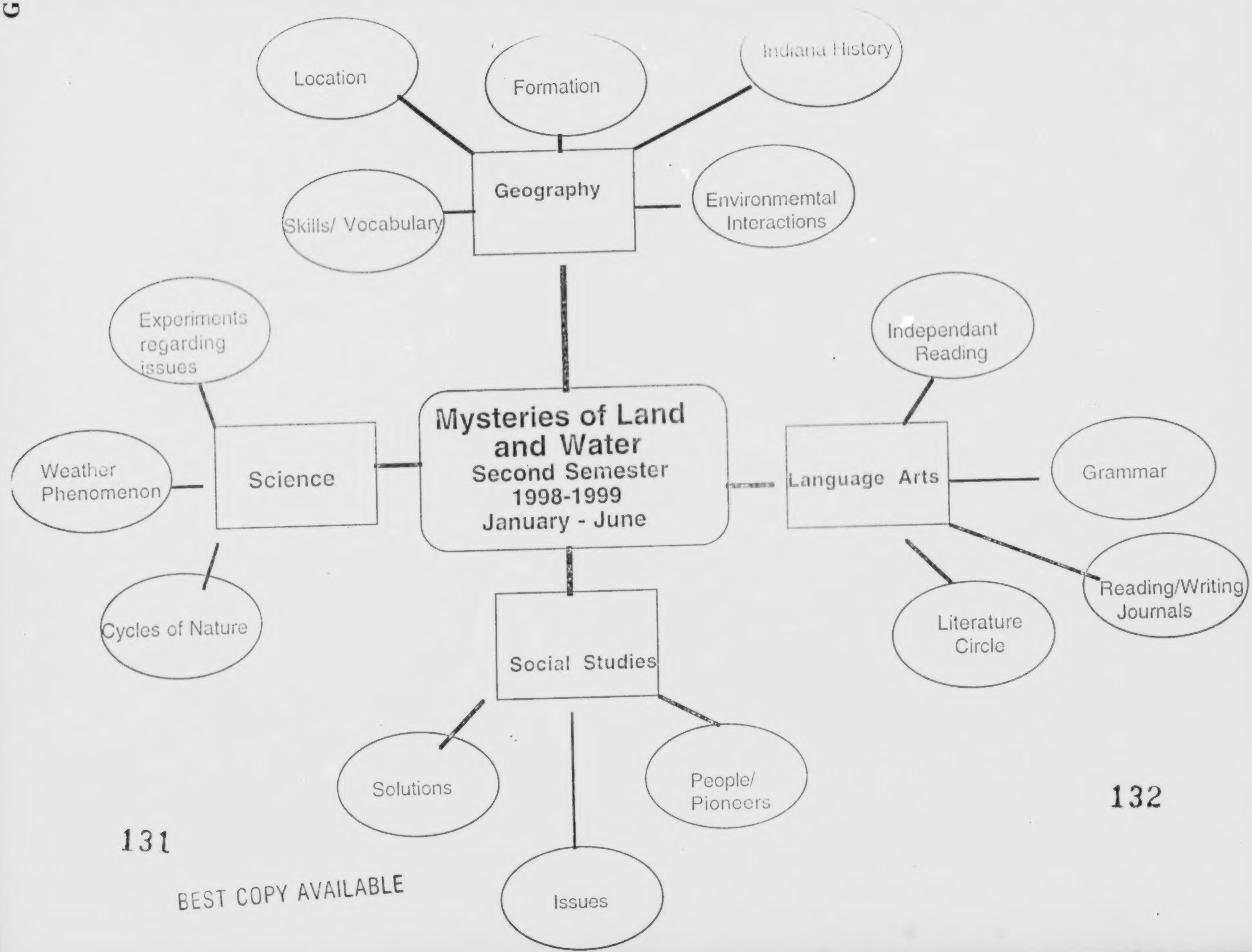
G


Location
Formation
Indiana History
Geography
Skills/ Vocabulary
Environmemtal Interactions
Experiments regarding issues
Independant Reading
Mysteries of Land and Water
Second Semester
1998-1999
January - June
Science
Weather Phenomenon
Language Arts
Grammar
Cycles of Nature
Literature Circle
Reading/Writing Journals
Social Studies
Solutions
People/ Pioneers
Issues

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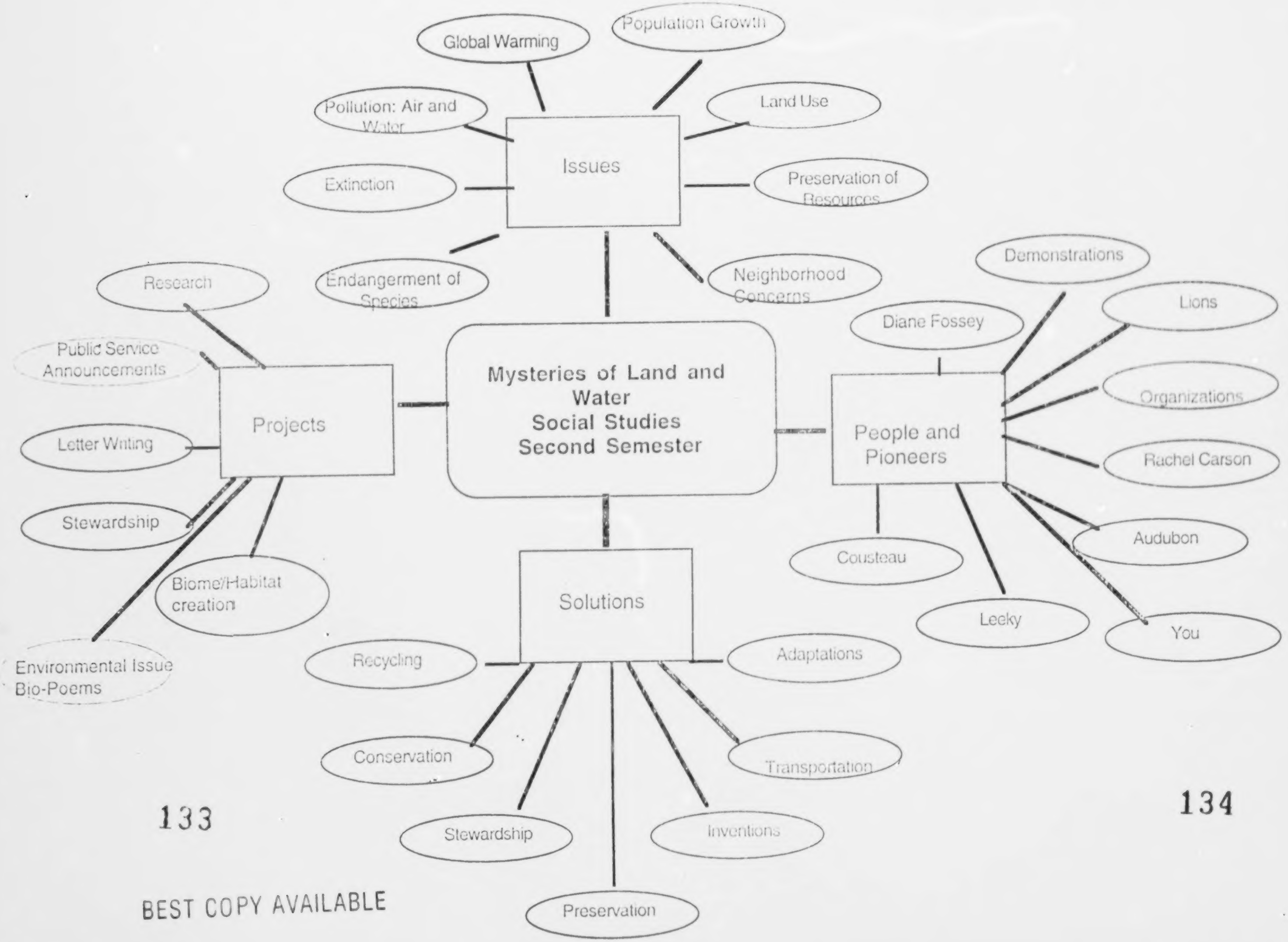
Mysteries of Land and Water
Social Studies
Second Semester
Issues
Global Warming
Population Growth
Pollution: Air and Water
Land Use
Extinction
Preservation of Resources
Endangerment of Species
Neighborhood Concerns
Projects
Research
Public Service Announcements
Letter Writing
Stewardship
Biome/Habitat creation
Environmental Issue Bio-Poems
People and Pioneers
Demonstrations
Diane Fossey
Lions
Organizations
Rachel Carson
Audubon
Cousteau
Leeky
You
Solutions
Recycling
Adaptations
Conservation
Transportation
Stewardship
Inventions
Preservation

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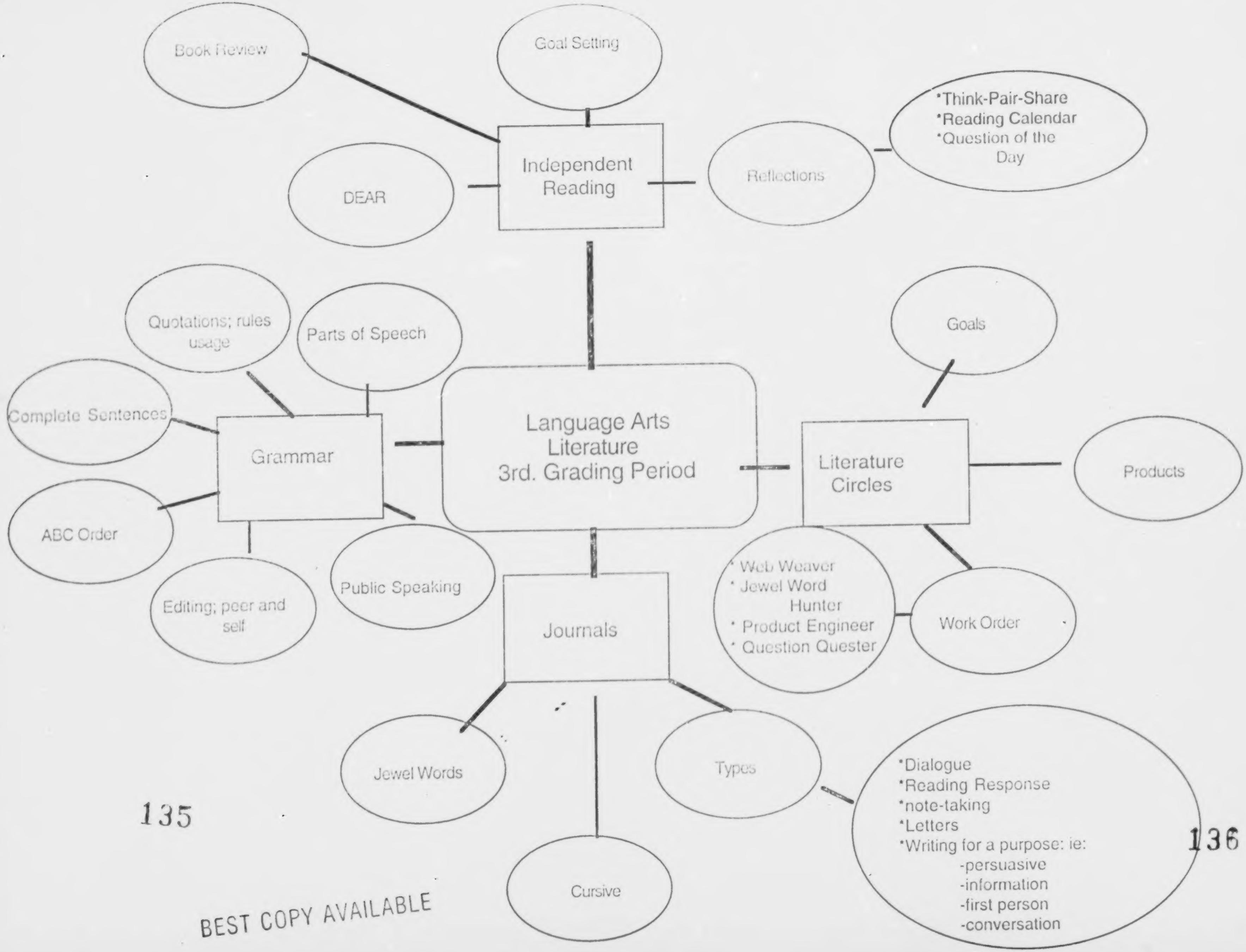
Book Review
Goal Setting
Independent Reading
DEAR
Reflections
•Think-Pair-Share
•Reading Calendar
•Question of the Day
Quotations; rules usage
Parts of Speech
Complete Sentences
Grammar
ABC Order
Editing; peer and self
Public Speaking
Language Arts Literature 3rd. Grading Period
Goals
Literature Circles
Products
* Web Weaver
* Jewel Word Hunter
* Product Engineer
* Question Quester
Work Order
Journals
Jewel Words
Cursive
Types
•Dialogue
•Reading Response
•note-taking
•Letters
•Writing for a purpose: ie:
-persuasive
-information
-first person
-conversation

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Appendix H

Drumroll Please...

HEF Grant - Site B

H

Hammond Education Foundation

1998 Mini-Grant Application

The theme for this year is a focus on the Indiana Proficiency Content Standards. We encourage all teachers to be aware of and direct teaching toward strengthening the Proficiencies and Essential Skills.

Type of Grant: Type A
Name of Contact Person: Donna J. Elliott
Other teachers involved: Paula Carlisle and Lynda Klosowski
School: W. G. Harding Elementary School
Grade Level(s): Multi-age grades 3, 4, 5 / Project FUTURE
Program Title: Drumroll Please...

Program Description: A musical integration into the Language Arts curriculum, designed to broaden the student experience and knowledge of music, incorporating these skills into their writing and illustrations.

Subject Area(s): Language Arts, Literature, and Music

Program Duration: The 1998-1999 school year with an option to continue it into the 1999-2000 school year.

Numbers Participating: Total of 52 students and any new enrollees.

Regular Students: 41

Special Education Students: 11

Parents: Dependent upon need and interest. We always encourage participation, but the program does not require it.

Instructional Objectives:

1. To help students use language to grow, learn about themselves, and utilize higher level thinking skills.
2. To allow students to become immersed in a variety of musical genres and allow them the opportunity to evaluate, create, and illustrate their reactions to music.
3. To use music and writing to engage students and to encourage them to connect what / how music makes them imagine / feel and to express these impressions and feelings through the written, creative word.

Instructional Activities: The students will:

1. listen to various music genres and write reactionary stories.
2. compare and contrast genres of music, musical artists, and the messages songs convey through their beat, tempo, or lyrics.
3. research composers, musicians, and songwriters and share this information with the class via written compositions or other creative writing projects.
4. interpret music and relate it to their lives.
5. separate and translate music into its basic elements and re-create these elements into original compositions that reflect the writer's personality.
6. identify the purpose of a piece of music and the intention of the composer, musician, and songwriter to the listener.
7. listen to a musical selection, write, create, cast, and produce a music video to represent it.
8. detail how music enhances videos, movies, and cartoons and then adapt a piece of music to an original cartoon.

Does your project focus on a particular Proficiency Content Standard? If so, which one(s)? Yes, it focuses on the following content standards:

- Students will exhibit a positive attitude toward language and learning through writing for personal satisfaction and enjoyment, choosing to read and write during leisure time, and discussing personal experiences.
-Students will comprehend developmentally appropriate materials including audio-visual media.
-Students will write for different purposes and audiences producing a variety of forms; including logs of ideas and information, reflective pieces, and persuasive writing.
-Students will select and use developmentally appropriate strategies for writing; including writing drafts with an emphasis on content, composing collaboratively, and rethinking and revising content based on peer and teacher responses.
-Students will use prior knowledge and content area information to make critical judgments and inferences from what they hear and they will choose topics for writing.
-Students will recognize the inter relatedness of language, literature, and culture by becoming aware of alternate communication modes- dance, art, signs, and music.

How will this program improve student learning? It will encourage students to go beyond the written text to find messages and topics to write about. It will also allow students to write based on their life experiences and their interpretations of someone else's message.

How will student progress be assessed and reported to parents? Parents will be invited to an Amateur Night during which student products and show portfolios will be on display.

Additional Comments: By administering a Multiple Intelligence Checklist, I discovered that of 52 students, less than 17% of them regard Musical Intelligence as a personal strength. This is the perfect opportunity and venue to provide a non-threatening way to strengthen this intelligence and enhance their writing skills.

H

Proposed Budget:

Item	Quantity	Amount
Books		
A. Kids Make Music	1	$12.95
B. American Popular Music	1	$10.95
Videos		
C. Grease Video Set	1	$15.99
D. Sound of Music	1	$13.95
E. Fantasia	1	$17.99
F. Bizet's Dream	1	$19.95
G. Bach's Fight for Freedom	1	$19.95
H. Listening for Clues	1	$19.95
I. Why Toes Tap	1	$19.95
J. Mr. Holland's Opus	1	$ 9.99
Compact Music Disks		
K. In the Mood- Big Band's Greatest Hits	1	$ 5.99
L. Annie	1	$ 9.99
M. Best of Rodgers and Hammerstein	1	$ 5.99
N. The Best of the Great American Composers	1	$ 5.99
O. Motown Legends	1	$ 6.99
P. The Rug Rats Movie	1	$13.99
Q. Amazon Rain Forest	1	$ 6.99
R. Thundering Skies	1	$ 6.99
S. Babbling Brook	1	$ 6.99
T. Hit Songs of Andrew Lloyd Webber	1	$ 5.99
U. George Gershwin- Rhapsody in Blue	1	$ 5.99
V. Best of the Classics	1	$ 3.99
W. Cesaria Evoria	1	$15.98
X. Mary J. Bilge	1	$16.98
Y. Will Smith	1	$17.98
Z. B.B. King	1	$12.98
AA. Count Base and Joe Williams	1	$13.98
Equipment		
BB. Panasonic CD Mini System	1	$189.99

Total Amount Requested: $550.00 *This will include taxes, shipping, and handling.

Appendix I

EPSF Profile Grid - Site A

E.F.S.F DIAGNOSTIC STUDENT PROFILE

Maywood

STUDENT NAME:
DOB: 12/30/92
CHRONOLOGICAL AGE:6-2

TEACHERS NAME:
TEST DATE: 03/01/99

CONSIDERABLE STRENGTH	.	.	.	.	.	.	.
MODERATE STRENGTH	.	.	.	.	.	.	X
AVERAGE	.	.	X	X	.	.	.
MODERATE NEED	X	X	.	.	X	X	.
CONSIDERABLE NEED	.	.	.	.	.	.	.
	RL	EL	AD	VM	VD	FM	GM

RL = Receptive Language
EL = Expressive Language
AD = Auditory
VM = Visual Memory
VD = Visual Discrimination
FM = Fine Motor
GM = Gross Motor

SPEECH OBSERVATIONS:
ARTICULATION:
HEARING:
VISION:

RECEPTIVE LANGUAGE: Moderate need

EXPRESSIVE LANGUAGE: Moderate need

AUDITORY: Average

VISUAL MEMORY: Average

VISUAL DISCRIMINATION: Moderate need

FINE MOTOR: Moderate need

GROSS MOTOR: Moderate strength

SUPPORT INFORMATION:
Ian was able to identify the following colors:
red blue green orange yellow white
Ian was able to identify the following shapes:
circle
Ian could count to 9 in sequence.
Ian WAS NOT able to print his name.
Lateral dominance was as follows: FOOT = R HAND = R EYE = M

RESULTS:
PPVT= 4 - 9 VMI= 5 - 1 DAP= 4 - 6 MAS= AV

PLSI = CN PLSII = AV PLSIII = AV PLSIV = AV PLSV = AV

COMMENTS:
PLS comments:

PPVT comment:
VMI comment:
DAP comment:
MAS comment:

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Appendix J

Report Card Testing Form - Site A

J

Maywood Elementary School
Fourth Grading Period Kindergarten Assessment

Prints first & last name: ______________________________

____

Recites address (inc. city/state): Y N ______________________________

____

Recites phone number: Y N ______________________________

Recites alphabet: Y N

Retells sequence (with prompts) first, next, last: Y N

Retells sequence/puts 3 actions in order: Y N

Retells sequence (with prompts) 1st, 2nd, 3rd: Y N

Retells sequence (without prompts) 1st, 2nd, 3rd: Y N

Recognizes colors/words: red yellow orange green blue brown
black purple pink gray white

Recognizes letters: D B E C A F M H K G J L I P S O
T Q N R X W U Z V Y d b e c a f m h
k g j l i p s o t q n r x w u z v y

Recognizes sounds: a m s e r d f i th t n c o a h u g
l w sh I k o v p ch e b ing i **ar** y **er** **x**
oo j y wh qu z u

Ties shoes: Y N

Distinguishes left from right (4 body parts): Y N

Distinguishes left from right (on paper/text): Y N

Maywood Elementary School
Fourth Grading Period Kindergarten Assessment

Prints first & last name: ______________________________

____

Recognizes numerals: 4 0 8 2 6 3 10 1 5 9 7

11 15 19 13 17 20 14 16 12 18

28 24 22 26 21 29 27 25 23 30

31 37 43 56 69 71 85 92 100

Rote counts to **100**: Y N Counts objects to **31**: Y N

Writes numerals to **31**: Y N

Understands number meaning to **31**: Y N

Continues patterns (3): AB AAB ABB AABB ABC AABBCC

Recognizes patterns (3): AB AAB ABB AABB ABC AABBCC

Identifies/creates patterns (3): AB AAB ABB AABB ABC AABBCC

Creates own pattern: __________

Sorts by color, shape OR size (without prompts): Y N

Sorts objects/resorts same objects: Y N

Sorts "has property/has not": Y N **Resorts "has not"**: Y N

Understands same/different: Y N more/less: Y N equal: Y N

Understands positional words: top middle bottom in front behind beside

inside outside over under on first next last

above below before after between

left right first second third fourth fifth

Recognizes shapes: circle square triangle oval rectangle diamond

sphere pyramid cylinder cube cone star heart octagon

Constructs 3D shapes: Y N

Maywood Elementary School
Fourth Grading Period Kindergarten Assessment

Recites days of week: Y N Recites months of year: Y N

Recognizes yesterday, today, tomorrow: Y N

Recites date: Y N

Tells time to the hour: Y N

Appendix K

Report Card - Site A

K

SCHOOL CITY OF HAMMOND

Progress Report – Kindergarten

Name ____________________

Attendance	1	2	3	4	Total
Days Present					
Days Absent					
Times Tardy					

Reading Readiness / Language Dev.	1 - 2	3	4
Uses age-appropriate vocabulary			
Contributes to class discussions			
Retells events in sequence			
Follows left-right and top-bottom progression			
Understands positional words (i.e. up, down, etc.)			
Recognizes rhyming words			
Recites alphabet			
Recognizes capital letters			
Recognizes lowercase letters			
Associates sounds with letters			
Prints letters from memory			
Recognizes color words (red, yellow, blue, green, orange, purple, black, brown, white and pink)			
Enjoys books			
Attempts the writing process			

Related Skills	1 - 2	3	4
Recognizes colors			
Recognizes own name in print			
Prints name correctly			
Knows home address			
Knows home telephone number			
Participates in singing and musical activities			
Uses art materials effectively			

Mathematics Readiness	1 - 2	3	4
Recognizes and creates patterns			
Sorts, classifies, and compares objects			
Uses manipulatives to solve problems			
Names shapes ○ △ □ ◇ ▭			
Draws shapes ○ △ □ ◇ ▭			
Understands the concepts: more, less, and equal			
Recognizes numerals to ____, ____, ____. (25)			
Rote counts to ____, ____, ____. (100)			
Counts objects to ____, ____, ____. (25)			
Writes numerals to ____, ____, ____. (25)			

PP 111 Rev. 8/97

School ____________________

Symbol Explanation	
S Satisfactory progress toward proficiency	NR Needs review
I Improving	H Help needed
R Refer to comments	X Not evaluated at this time

Physical Development	1 - 2	3	4
Controls scissors and cuts on lines			
Shows control in coloring and printing			
Manages clothes			
Ties shoes			
Can hop (balance)			
Can skip (coordination)			
Knows left from right			

Work Habits	1 - 2	3	4
Shows effort			
Follows directions			
Listens carefully			
Completes work in a reasonable time			
Produces neat work			
Has adequate attention span			
Works independently			
Works without disturbing others			
Completes homework			

Social and Personal Development	1 - 2	3	4
Shares and takes turns			
Practices self-control			
Follows classroom rules			
Works well as a member of a group			
Shows respect for others			
Takes responsibility for clean up			
Takes responsibility for behavior			

Parent Signature at Conference

Placement for Next Year

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Appendix L

Multiple Intelligence Checklist

MULTIPLE INTELLIGENCES CHECKLIST

Check those statements that apply:

1. ______ Books are very important to me.
2. ______ I engage in at least one sport or physical activity on a regular basis.
3. ______ I can easily compute numbers in my head.
4. ______ I regularly spend time alone meditating, reflecting, or thinking about important life questions.
5. ______ I find it difficult to sit still for long periods of time.
6. ______ I have a pleasant singing voice.
7. ______ I can hear words in my head before I read, speak, or write them down.
8. ______ I get more out of listening to the radio or a spoken word cassette than I do from television or films.
9. ______ I have attended counseling sessions or personal growth seminars to learn more about myself.
10. ______ I can tell when a musical note is off-key.
11. ______ I enjoy playing games or solving brainteasers that require logical thinking.
12. ______ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model-building.
13. ______ I show an aptitude for word games like Scrabble, Anagrams, or Password.
14. ______ I would rather spend my evenings at a lively social gathering than stay at home alone.
15. ______ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaged in some other kind of physical activity.
16. ______ I frequently listen to music on radio, records, cassettes, or compact disks.
17. ______ I have opinions that set me apart from the crowd.
18. ______ I enjoy entertaining my self or others with tongue twisters, nonsense rhymes, or puns.
19. ______ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
20. ______ I prefer looking at reading material that is heavily illustrated.
21. ______ I often like to spend my free time outdoors.
22. ______ I like to get involved in social activities connected with my work, church, or community.
23. ______ I have a special hobby or interest that I keep pretty much to myself.
24. ______ Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
25. ______ I play a musical instrument.
26. ______ I feel comfortable in the midst of a crowd.
27. ______ I frequently use hand gestures or other forms of body language when conversing with someone.
28. ______ English, social studies, and history were easier for me in school than math and science.
29. ______ My life would be poorer if there were no music in it.
30. ______ My mind searches for patterns, regularities, or logical sequences in things.
31. ______ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
32. ______ I have some important goals for my life that I think about on a regular basis.
33. ______ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
34. ______ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).

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35. ______ I need to touch things in order to learn more about them.
36. ______ I like to draw or doodle.
37. ______ I consider myself a leader (or others have called me that).
38. ______ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
39. ______ I enjoy daredevil amusement rides or similar thrilling physical experiences.
40. ______ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
41. ______ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
42. ______ Geometry was easier for me than algebra in school.
43. ______ I can easily keep time to a piece of music with a simple percussion instrument.
44. ______ I'm interested I new developments in science.
45. ______ I believe that almost everything has a rational explanation.
46. ______ I would describe myself as well coordinated.
47. ______ I consider myself to be strong willed or independent minded.
48. ______ I can generally find my way around unfamiliar territory.
49. ______ My conversation includes frequent references to things that I've read or heard.
50. ______ I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
51. ______ I've written something recently that I was particularly proud of or that earned me recognition from others.
52. ______ I keep a personal diary or journal to record the events of my inner life.
53. ______ I know the tunes to many different songs or musical pieces.
54. ______ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.
55. ______ I have vivid dreams at night.
56. ______ I sometimes think in clear, abstract, wordless, imageless concepts.
57. ______ I frequently use a camera or camcorder to record what I see around me.
58. ______ I have at least three close friends.
59. ______ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
60. ______ Math and/or science were among my favorite subjects in school.
61. ______ I'm sensitive to color.
62. ______ I am self-employed or have at least thought seriously about starting my own business.
63. ______ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
64. ______ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
65. ______ I like finding logical flaws in things that people say and do at home and work.
66. ______ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
67. ______ I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.
68. ______ I often see clear visual images when I close my eyes.
69. ______ I often make tapping sounds or sing little melodies while working, studying, or learning something new.
70. ______ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.

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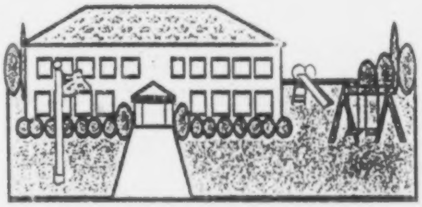
Appendix M

Original Progress Report - Site B

PROJECT FUTURE PROGRESS REPORT



Our first theme PADDLE TO THE SEA- The Great Lakes, has been completed. During this theme your child has been taught many concepts and skills. Some of these skills are new, and some of them are a continuation of prior learning. After many hours of work, we have devised a progress report that we hope will show a picture of your child as a complete learner. Learning take place in many aspects of your child's day. It is a combination of skills, concepts, social interactions and life skills.

The curriculum concepts and skills that have been taught have been developed and taught during this first theme, have their foundation in the Indiana State Guidelines. We have taken these basic guidelines and enriched the cooperative learning skills and life skills. We are constantly encouraged by the progress our students are making in becoming life-long learners, readers, and problem solvers.

We know that learning is a developmental process and that it is different for each child. Our goal is for all of our children to reach their potential and produce products that reflect their learning and personal best. We would like for you to join us in celebrating your child's learning and efforts during this first theme, by praising and encouraging them to do their personal best.

PERSONAL BEST: USING YOUR INDIVIDUAL CAPABILITIES TO ACCOMPLISH TASKS IN LEARNING, SOCIAL, AND BEHAVIORAL SITUATIONS. "BEING THE BEST THAT YOU CAN BE."

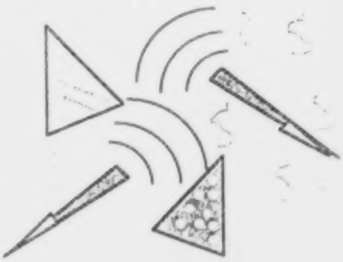
PROGRESS REPORTING CODE

Your child's academic and life skills have been evaluated within the following developmental criteria:

IL: Introductory Level- at this level, the child has been introduced to the skill and is using in in daily activities.

PL: Progress Level- at this level, the child is able to apply the skills taught with few errors in daily activities.

SL: Skilled Level- at this level, the child consistently applies skills taught in daily activities.



We encourage you to discuss the progress report with your child. Focus on Personal Best, set goals for the next theme, and CELEBRATE YOUR CHILD'S LEARNING!!!!

We hope that this progress report provides a learning picture of your child. We strive to do our personal best, and as a partner in your child's education, welcome any comments or suggestions on the progress report format.

THE PROJECT FUTURE INTERMEDIATE COMMUNITY TEACHERS

PROJECT FUTURE PROGRESS REPORT: INTERMEDIATE COMMUNITY
Mrs. Elliott, Mrs. Gaffigan, Mrs. Klosowski
11/23/94

NAME ____

ATTENDANCE
days present ______ days absent ______
times tardy ______

LITERATURE CIRCLE:

Present Reading Level _____

The following concepts and skills have been taught and developed during the first theme.

VOCABULARY

listening/speaking _____
writing _____
jewel words _____

DECODING

using phonic relationships _____
using context clues _____

COMPREHENSION

predicting _____
drawing conclusions _____
summarizing _____
forming oral questions _____
understanding cause and effect _____
figurative language _____
interpreting literature _____

LITERATURE PRODUCTS

journals _____
story mapping _____
Venn diagrams _____
retelling illustrations _____
writing extensions _____

PERSONAL BEST ____

LANGUAGE ARTS _____

The following concepts and skills have been taught and developed during the first theme:

SPELLING present stage of development: phonetic, invented, transitional, conventional

GRAMMAR PUNCTUATION WRITTEN COMMUNICATION

LANGUAGE ARTS PRODUCTS _____
PERSONAL BEST _____

MATH SKILL GROUP:

carries through standard math procedures at present level ( ) in:

addition _____ subtraction _____ multiplication _____
division _____ time _____ fractions _____
decimals _____ (note: X= not taught at this time)

SOCIAL STUDIES DISCOVERY _____

The following concepts and skills have been taught and developed during the first theme:

History of the Great Lakes People Water Transportation
Government Goods and Services Cooperative Learning Skills
Paraphrasing and Summarizing Information
Actively Participating Having a Positive Attitude

SOCIAL STUDIES DISCOVERY PRODUCTS _____

PERSONAL BEST _____

SCIENCE DISCOVERY _____

The following concepts and skills have been taught and developed during the first theme:

The Ecosystem   Geological Formations   Bodies of Water
The Environment   Participation in Class Discussions on Topics
Transferring Acquired Knowledge
Using Scientific Thinking Strategies: observing, comparing data, organizing data, communicating orally and written

SCIENCE PRODUCTS _____

PERSONAL BEST _____

MATH / GEOGRAPHY DISCOVERY _____

The following concepts and skills have been taught and developed during the first theme:

Measurement   Calendar   Graphing
Map Making   Geographical Location Skills
Map Reading   Great Lakes Statistics / Data Collection Methods
Note Taking and Organizing Information   Participation in Class
Applying Concepts Learned to Related Activities

MATH / GEOGRAPHY PRODUCTS _____

PERSONAL BEST _____

CRITICAL THINKING SKILLS

The following concepts and skills have been taught and developed during the first theme:

Considering Others Points of Views _____
Predicting Consequences of Actions _____
Generating Solutions to Solve Problems _____
Planning, Organizing, and Carrying Through on Tasks _____
Connecting Prior and New Information _____

PERSONAL BEST _____

LIFE SKILLS

The following concepts and skills have been taught and developed during the first theme:

Seeking Appropriate Solutions to Conflict _____
Completing Work on Time _____
Productive and Involved During Work Periods _____
Ability to Work on Accomplishing a Team Product _____
Assuming Responsibility for Ones Own Actions _____
Displaying Pride in Producing a Quality Product _____

CODE:

IL- Introductory Level: at this level, the child has been introduced to the skill and is using it in daily activities.

PL- Progress Level: at this level, the child is able to apply the skills taught with few errors in daily activities.

X- Skill / Concept not taught during this theme

SL- Skilled Level: at this level, the child consistently applies skills taught in daily activities.

Appendix N

Recent Progress Report - Site B

N

Project FUTURE Progress Report- Intermediate Community
Mrs. Carlisle, Mrs. Elliott, and Mrs. Klosowski
Third Grading Period- 1998-1999 School Year

Student Name: ____

LITERATURE CIRCLE: The following concepts and skills have been taught and developed during the Third Grading Period in connection to the theme: *Unsolved Mysteries of- Land and Water.*

Present Reading Level __________ Progress Level __________

COMPREHENSION SKILLS __________
predicting, validating predictions, characterization,
summarizing, genre charts, making inferences,
sharing and discussing with others, cause / effect
DEAR

LITERATURE PRODUCTS- APPLICATION OF SKILLS __________
journals, story mapping, creative writing, writing
for a purpose, note taking, illustrations,
book reviews, public speaking, research papers

LITERATURE CIRCLE ___IL___
goal setting, meeting deadlines, assuming and
accepting roles of; "Web Weaver", "Product Engineer",
"Jewel Word Hunter", and "Question Quester",
appropriate product selection, cooperation,
comprehension of novel, application of skills,
transference of new skills

LANGUAGE ARTS __________
Parts of speech; nouns, verbs, adjectives,adverbs, prepositions
Grammar; capitalization, punctuation skills,
(types of sentences, quotations, commas) spelling,
proof-reading, editing
Application; sentence structure, paragraph writing,
story construction, Jewel words descriptive writing,
letter writing, writing for comprehension, creative
writing, preparation of oral reports,
graphic organizers (story webs, genre charts,
literature circle charts)
Dictionary and Thesaurus usage:synonyms, antonyms,
character traits, alphabetical order, word meaning,
parts of speech
Cursive Writing

Your child has met the 600 minute independent reading goal for: _____January
_____February
_____March

PERSONAL BEST __________ COMPLETION OF ASSIGNMENTS __________

N

CRITICAL THINKING AND LIFE SKILLS

During the first grading period, the following skills were introduced and modeled. This grading period, we will assess the implementation and use of these skills.

CRITICAL THINKING-

1. Student products show an understanding of the concepts taught.
2. The student is able to make connections between new and prior information.
3. The student has the capability to compare and contrast thoughts, ideas, and concepts.
4. Original products and designs are created utilizing prior knowledge.
5. The student uses new knowledge to make good personal and informational decisions about their actions and the world.

APPLICATION OF SKILLS ___________

LIFE SKILLS- motivation, teamwork, common sense, effort, initiative, perseverance, responsibility, caring, confidence, and problem solving

Students are required to apply these life skills to their daily happenings and relationships with their peers and authority figures.

We ask that the students:

1. are respectful of others.
2. take responsibility for their actions.
3. are organized- come prepared for class.
4. reflect a positive attitude toward learning.
5. be productive, involved, focused (on-task) during work periods.
6. display pride in producing quality products (personal best).
7. persevere when faced with a challenge.
8. take an active role in group activities.
9. utilize strengths for the good of their team.
10. use initiative, are self-starters.
11. apply conflict resolution skills when solving problems.
12. initiate and complete homework assignments, and have them in on time.

APPLICATION OF SKILLS ___________

Individual strengths:

Individual weaknesses:

N

MATH SKILL GROUP:

PRESENT LEVEL __________ PROGRESS LEVEL __________

*A mark indicates that the skill was addressed during the period.

addition _____/ regrouping _____ subtraction _____/ regrouping _____

place value _____
mental math _____
measurement _____
story problems _____
fractions _____
multiplication _____
problem solving steps _____

counting _____
logic _____
time _____
graphing _____
geometry _____
division _____

expanded numbers _____
estimation _____
money _____
decimals __________
algebra _____
calculators _____

PERSONAL BEST __________
COMPLETION OF ASSIGNMENTS __________

DISCOVERY:

Geography-

This period, we have focused our attention on "Earth- the 3rd. Planet from the Sun."

We have studied the following related topics. We have;

1. discussed the structure of the Earth.
2. learned map, globe and atlas skills.
3. differentiated between the Earth's continents and oceans.
4. identified the three primary rock categories.
5. explored a variety of landforms.

PRODUCT __________ PERSONAL BEST __________

APPLICATION OF COOPERATIVE SKILLS __________

COMPLETION OF ASSIGNMENTS __________

Science-

Our three major undertakings this grading period include;

1. understanding and using science tools,
2. investigating the properties of a land ecosystem, and
3. a return to space.

During our return to space, we have been getting ready for the Challenger Mission on April 20, 1999. To prepare ourselves for this mission, we have identified and researched the properties of a probe, a color spectrum, and electrical circuits.

PRODUCT __________ PERSONAL BEST __________

APPLICATION OF COOPERATIVE SKILLS __________

COMPLETION OF ASSIGNMENTS __________

Social Studies-

Our third grading period was filled with environmental issues. We spent a lot of time;

1. polling people to find out what issues were important to them,
2. creating data charts based on the answers we received, and
3. finding out ways that we could make a difference.

In order to discover how to deal with these issues we applied several different tactics and strategies. We learned to use an opinion spectrum to see how we felt about an issue (strongly agree- agree- neutral- disagree- strongly disagree) and validated our opinions. We explored the concept of stewardship, and how we can conserve our environment. We learned to listen to issues and to separate the fact from fiction or opinion.

We, too, have returned to space to ready ourselves for the Challenger Mission. We are exploring the available jobs, designing crew patches, and learning to communicate via "space lingo".

PRODUCT __________ PERSONAL BEST __________

APPLICATION OF COOPERATIVE SKILLS __________

COMPLETION OF ASSIGNMENTS __________

PROGRESS REPORT CODE

PROGRESS LEVEL IN SKILLS AND CONCEPTS TAUGHT

IL- introductory level: at this level the child has been introduced to the skill and and is using it in daily activities.

PL- progress level: at this level the child is able to apply the skills taught with few errors in daily activities.

X- skill / concept not taught during this theme

Nh- additional help is needed to develop this skill

SL- skilled level: at this level the child consistently applies skills taught in daily activities

PERFORMANCE LEVEL IN PERSONAL BEST/WORK HABITS/SOCIAL GROWTH

OP- outstanding performance: at this level the child always does their personal best on class and homework assignments. Makes good social decisions and works cooperatively in class

Sp- satisfactory performance: at this level the child is striving to use their personal best on class and homework assignments. Usually makes good social decisions and works cooperatively most of the time in class.

UP- unsatisfactory performance: at this level performance is below the expected level and improvement is needed in one of the following areas:

1. In class assignments not completed to personal best level
2. Homework assignments are not completed to personal best level
3. Homework assignments are not completed on time
4. Personal best skills are not used in cooperative groups
5. Conflict resolution skills are not used to make good social decisions in the community or on the playground
6. In classroom assignments not completed

Appendix O

Weekly Progress Report - Site B

O

Progress Report

Mrs. Carlisle, Mrs. Elliott, and Mrs. Klosowski

Name ______________________ Week of ______________________

Discovery	1	2	3
Math	Carlisle	Elliott	Klosowski
Literature	Carlisle	Elliott	Klosowski

	Work Done	Work Not Done	No Work Given	Work Due	Off-Task in Class	Personal Best
Math						
Literature /Language Arts						
Geography						
Science						
Social Studies						

______ Congratulations!! Your child has completed all of their required assignments.

______ Your child has not completed all of the required assignment and will spend time in "Pay the Piper".

Comments:

Parent Signature ______________________

______Conference Requested

Appendix P

Student Literature Survey - Site B

Final Literature Class Evaluation

Name: ______________________________ Date: ____________________

* What I liked best about Literature and Language Arts this grading period was...

* What I didn't like about Lit. and LA this grading period was...

*What I'd like to do more of- or something we didn't do that I'd like to is...

*This is what I learned...

* A goal for myself that I will try to reach is to...

Appendix Q

“Story Sack” Student Compact - Site A

Story Sack Homework Compact

I, ________________________, the parent of________________________, understand that children who are read to on a daily basis become better readers. Knowing this, I agree to participate in Miss Gintzler's Story Sack Homework program. I, or someone at home, will read and discuss the story with my child and assist him/her in completing the corresponding literature activity.

____

Parent's Signature

Date ______________________

Story Sack Student Compact

I will do my best to:

Finish my homework every week
Keep the books and toys clean and neat
Not loose anything
Bring my story sack back on time

Signed ______________________________

Appendix R

"Story Sack" Evaluation - Site A

R

Dear Parents,

Please have your child circle the smiling face for his/her favorite sack and the frowning face for his/her least favorite sack. Please ask your child to express why he/she chose the way they did and print their response on the lines below. Your child has taken home the following Story Sacks:

______________________________ ☺ ☹

____

____

______________________________ ☺ ☹

____

____

______________________________ ☺ ☹

____

____

______________________________ ☺ ☹

____

____

Parent's Signature ______________________

Child's Signature ______________________
Date ____________

Appendix S

Zero Tolerance / 4 - Count Plan - Site B

HARDING ELEMENTARY SCHOOL
ZERO TOLERANCE POLICY

THE HARDING ELEMENTARY SCHOOL STAFF WILL HAVE ZEROTOLERANCE FOR THE FOLLOWING RULE VIOLATIONS:

1. BEHAVING IN SUCH A WAY AS COULD REASONABLY CAUSE PHYSICAL INJURY TO ANY PERSON.

2. CAUSING OR ATTEMPTING TO CAUSE DAMAGE TO SCHOOL PROPERTY OR PRIVATE PROPERTY.

3. STEALING OR ATTEMPTING TO STEAL SCHOOL OR PRIVATE PROPERTY.

4. SETTING FIRE TO SCHOOL PROPERTY OR PULLING THE FIRE ALARM.

5. USING, SELLING, BUYING, OR POSSESSING ANY TYPE OF DRUG OR ALCOHOLIC BEVERAGE.

6. KNOWINGLY POSSESSING OR HANDLING A KNIFE, FIREARM, WEAPON, FIREWORKS, OR ANY OTHER OBJECT THAT CAN REASONABLY BE CONSIDERED A WEAPON OR A LOOK-A-LIKE WEAPON.

7, SMOKING AND/OR POSSESSING CIGARETTES, LIGHTERS, OR MATCHES.

8. VERBAL ABUSE/DISRESPECT TOWARD A STAFF MEMBER OR OTHER ADULT.

9. UNAUTHORIZED LEAVING OF SCHOOL GROUNDS.

10. THREATENING OR INTIMIDATING ANY STUDENT OR STAFF MEMBER.

CONSEQUENCES: THE FIRST TIME A STUDENT VIOLATES ANY OF THE ABOVE TEN RULES THE RESULT WILL BE A 1-5 DAY SUSPENSION OR EXPULSION DEPENDING ON THE SEVERITY OF THE OFFENSE. EACH ADDITIONAL VIOLATION OF ANY OF THE ABOVE RULES WILL RESULT IN A CONSEQUENCE DOUBLE THE PREVIOUS OFFENSE UP TO A MAXIMUM OF 10 DAYS SUSPENSION.

LISTED BELOW ARE ADDITIONAL BEHAVIORS THAT WILL NOT BE TOLERATED AT HARDING SCHOOL AND WILL RESULT IN DISCIPLINARY ACTION THAT MAY INCLUDE SUSPENSION:

1. USING PROFANITY
2. VERBAL ABUSE TOWARDS ANOTHER STUDENT. (INCLUDES RACIAL SLURS)
3. CONTINUALLY AND INTENTIONALLY MAKING NOISE OR ACTING IN ANY MANNER AS TO INTERFERE WITH THE JOB OF A TEACHER OR ANY OTHER SCHOOL PERSONNEL.
4. IMPROPER PHYSICAL CONTACT.
5. WEARING IMPROPER CLOTHING.
6. NOT ADHERING TO SCHOOL RULES.

FOUR-COUNT CONSEQUENCE SYSTEM

1. TEACHER/STUDENT CONFERENCE IN WHICH CHILD IS WARNED OF THE CONSEQUENCES OF REPEATED VIOLATIONS OF THE RULE(S).
2. TEACHER/PARENT TELEPHONE NOTIFICATION (If teacher is unable to contact parent by telephone, a note will be placed in the mail)
3. A BEHAVIOR PLAN WILL BE SENT HOME WITH THE CHILD TO COMPLETE WITH PARENT ASSISTANCE. PLAN MUST BE APPROVED BY THE TEACHER BY 8:30 AM THE FOLLOWING MORNING OR SUSPENSION WILL RESULT.
4. CHILD WILL BE SUSPENDED FROM SCHOOL FOR ONE DAY. (A behavior plan will need to be approved by the principal or his designee before returning to school.)

NOTE: REPEATED VIOLATIONS WILL RESULT IN MORE LENGTHY SUSPENSIONS. REPEATED SUSPENSIONS COULD RESULT IN EXPULSION FROM SCHOOL.

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ZERO TOLERANCE CLASSROOM CHECKLIST

	Name	Verbal				Physical					Dress Code					School Rules				

Appendix T

Zero Tolerance / Action Plan - Site B

T

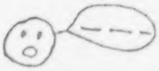
Harding Elementary School
Student Behavior Grade K-2

To the teacher: Please fill out the first part of the plan with the student.

Name______________________________ Date__________

Teacher______________________________

Check the school rule you have broken repeatedly

☐ I said the wrong thing (verbal abuse-disrespect-profanity) 

☐ I did not keep my hands and feet to myself (improper physical contact)

☐ I wore improper clothing

☐ I did not obey the school rules listed ______________________________

____

______________________________ Child's Signature

______________________________ Teacher's Signature

※ To the Parents. Your child has broken the above rule 3 times (attached are the Discipline Slips he/she received). Please fill out the rest of this behavior plan with your child and return it to school tomorrow by 8:30 A.M.. Your child will not be allowed to return to class without this plan completed. Please also note, if your child breaks this school rule again they will be suspended for one day and further violations will result in more lengthy suspensions.

1) Describe how you broke the school rule.

2) Explain why we need to follow the rules.

3) What could you have done differently?

I______________________________ am willing to work on my behavior.
Student's signature

I______________________________ am willing to help my child follow the school rules.
Parent's name and signature

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T

Harding Elementary School
Student Behavior Grade 3-5

To the teacher: Please fill out the first part of the plan with the student.

Name____Date__________

Teacher____

Check the school rule you have broken repeatedly

☐ I said the wrong thing. (verbal abuse-disrespect-profanity)

☐ I did not keep my hands and feet to myself (improper physical contact)

☐ I wore improper clothing

☐ I did not obey the school rules listed ______________________________

____

______________________________ ______________________________
Child's Signature Teacher's Signature

* To the Parents: Your child has broken the above rule 3 times (attached are the Discipline Slips he/she received). Please fill out the rest of this behavior plan with your child and return it to school tomorrow by 8:30 A.M.. Your child will not be allowed to return to class without this plan completed. Please also note, if your child breaks this school rule again they will be suspended for one day and further violations will result in more lengthy suspensions.

1) Describe how you broke the school rule

2) Explain why we need to follow the rules

3) What could you have done differently?

I ____ am willing to work on my behavior
Student's signature

I ____ am willing to help my child follow the school rules.
Parent's name and signature

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Appendix U

Suspension Numbers - Site B

SUSPENSION TOTALS

Harding Elementary
Offense Summary Listing
8/24/1998 thru 4/14/1999

Offense Code	Description	Total	
01	Causing Physical Injury	Count:	41
		*Students:	30
02	Damage to Property	Count:	1
		*Students:	1
08	Verbal Abuse / Disrespect	Count:	9
		*Students:	7
10	Threatening / Intimidation	Count:	1
		*Students:	1
11	4 - Count Violation	Count:	33
		*Students:	23

Zero Tolerance Suspensions = 52
4 - Count Suspensions = 33

Grand Total: Count: 85
***Students: 49**

(* Student involved in infraction. Discrepancy in Count and Student number indicates repeat violation by students.)

Appendix V

Discovery Processing Sheet - Site B

V

DISCOVERY PROCESSING SHEET

Date: ______________________ Subject: ______________________

Main Topic of the Day: ______________________

Jewel Words and Definitions: ______________________

____

____

____

____

Summary of what we learned in 20 words or less- be sure to use the jewel words in the summary: ______________________

____

____

Pluses: ______________________

____

____

Things that could be improved (to make the lesson better): ______________________

____

____

A conflict the group had and the solution we chose to use: ______________________

____

____

Homework and signature:

YES / NO / NONE GIVEN ______________________

YES / NO / NONE GIVEN ______________________

YES / NO / NONE GIVEN ______________________

YES / NO / NONE GIVEN ______________________

Group members signature: My signature implies that I agree with and have contributed to all of the information included in today's Discovery Class and our team processing.

______________________ ______________________

______________________ ______________________

Appendix W

Modified Multiple Intelligence Checklist - Site B

W

MULTIPLE INTELLIGENCE CHECKLIST

Check those statements that apply:

1. _____ Books are very important to me.
2. _____ I participate in at least one sport or physical activity on a regular basis.
3. _____ I can easily add or subtract numbers in my head.
4. _____ I spend time alone thinking.
5. _____ I find it difficult to sit still for long periods of time.
6. _____ I have a nice singing voice.
7. _____ I can hear words in my head before I read, speak, or write them down.
8. _____ I get more out of listening to the radio or spoken word cassette than I do from TV or films.
9. _____ I try to learn more about myself.
10. _____ I can tell when a musical note is off-key.
11. _____ I enjoy playing games or solving brainteasers that require logical thinking.
12. _____ I like working with my hands at activities such as sewing, making crafts, or model building.
13. _____ I enjoy and am good at word games like scrabble.
14. _____ I would rather spend my evenings with friends than stay at home alone.
15. _____ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm doing some other kind of physical activity.
16. _____ I frequently listen to music on the radio or on compact disks (CD's).
17. _____ I have opinions that make me different.
18. _____ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or jokes.
19. _____ I like to set up little "what if" experiments (for example, " What if I double the amount of chocolate chips in the recipe?").
20. _____ I like to look at books that have lots of illustrations (pictures).
21. _____ I like to spend my free time outside.
22. _____ I like to get involved in activities connected to school, church, or the community.
23. _____ I have a special hobby or interest that I keep pretty much to myself.
24. _____ Other people (classmates) sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
25. _____ I play a musical instrument.
26. _____ I feel comfortable in a crowd.
27. _____ I often use hand gestures or other forms of body language when I talk to someone.
28. _____ English, social studies, and history are easier for me in school than math and science.
29. _____ My life would not be as much fun if there were no music in it.
30. _____ My mind searches for patterns, regularities, or the logical sequence in things.
31. _____ When I ride in the car, I pay more attention to the words written on billboards or signs than I do looking at the scenery.

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32.______ I have some important goals for my life that I think about on a regular basis.
33.______ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
34.______ I know what my strengths and weaknesses are.
35.______ I need to touch things in order to learn more about them.
36.______ I like to draw or doodle.
37.______ I consider myself a leader, or others have told me that I am.
38.______ I sometimes catch myself walking down the street with a TV commercial or other tune running through my mind.
39.______ I enjoy daredevil amusement rides or similar thrilling physical experiences.
40.______ I would prefer to spend a weekend alone rather than with a lot of other people.
41.______ I enjoy the challenge of teaching another person, or groups of people, that I know how to do.
42.______ Measuring, telling time, and fitting shapes together is easier for me than answering number problems.
43.______ I can easily keep time to a piece of music with a single percussion instrument such as a drum or tambourine.
44 ______ I'm interested in new developments in science.
45 ______ I believe that everything has a rational explanation- can be explained as happening because of normal events.
46.______ I would describe myself as well coordinated.
47.______ I consider myself to be strong willed or independent minded.
48.______ I can generally find my way around unfamiliar places.
49.______ My conversation includes information about things that I've read or heard.
50.______ I enjoy playing games such as Monopoly or cards with other people instead of playing solitaire or other individual games.
51.______ I've written something recently that I was particularly proud of or that others praised me for.
52.______ I keep a personal diary or journal to record my feelings and thoughts.
53.______ I know the tunes to many different songs or musical pieces.
54.______ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.
55.______ I have vivid dreams at night.
56.______ I sometimes think in clear, colorful, emotional, concepts without real pictures that can be identified (anger is the color red, not a picture of the person who made me angry).
57.______ I often use a camera or camcorder to record what I see around me.
58.______ I have at least three close friends.
59.______ When I have a problem, I am more likely to to talk to another person rather than try to work it out on my own.
60.______ Math and/or science are among my favorite subjects in school.
61.______ I notice colors when I look at things or what people are wearing.
62.______ I have found a way to make extra money.
63.______ If I hear a musical selection once or twice, I am usually able to sing it back with no or only a few mistakes.

64.______ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
65.______ I like finding mistakes in what people say or things they do.
66.______ I prefer group sports like soccer, volleyball, or softball to individual sports like swimming or jogging.
67.______ I feel more comfortable when I am told how big something needs to be, how long I have to finish a job, and what I am supposed to write about rather than being told to do whatever I thing is appropriate.
68.______ I see clear pictures in my head when I close my eyes and try to imagine something.
69.______ I often make tapping sounds or sing or talk to myself when I am working, studying, or trying to learn something new.
70.______ I'm the sort of person that people come to when they need advice about a problem.

MULTIPLE INTELLIGENCES CHECKLIST KEY

Linguistic Intelligence

______ 1
______ 7
______ 8
______ 13
______ 18
______ 24
______ 28
______ 31
______ 49
______ 51
Total ______

Bodily-Kinesthetic Intelligence

______ 2
______ 5
______ 12
______ 15
______ 21
______ 27
______ 35
______ 39
______ 46
______ 54
Total ______

Intrapersonal Intelligence

______ 4
______ 9
______ 17
______ 23
______ 32
______ 34
______ 40
______ 47
______ 52
______ 62
Total ______

Logical-Mathematical Intelligence

______ 3
______ 11
______ 19
______ 30
______ 44
______ 45
______ 56
______ 60
______ 65
______ 67
Total ______

Musical Intelligence

______ 6
______ 10
______ 16
______ 25
______ 29
______ 38
______ 43
______ 53
______ 63
______ 69
Total ______

Spatial Intelligence

______ 20
______ 33
______ 36
______ 42
______ 48
______ 55
______ 57
______ 61
______ 64
______ 68
Total ______

Interpersonal Intelligence

______ 14
______ 22
______ 26
______ 37
______ 41
______ 50
______ 58
______ 59
______ 66
______ 70
Total ______

danita\multint.doc

MULTIPLE INTELLIGENCES

Directions: Appropriately plot the points that represent the totals for each of the seven intelligences. Use a line to connect the plotted points to show a graph of your intelligences.

	Word Smart	Picture Smart	Music Smart	Body Smart	Logic Smart	People Smart	Self Smart
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
0							

Your Name

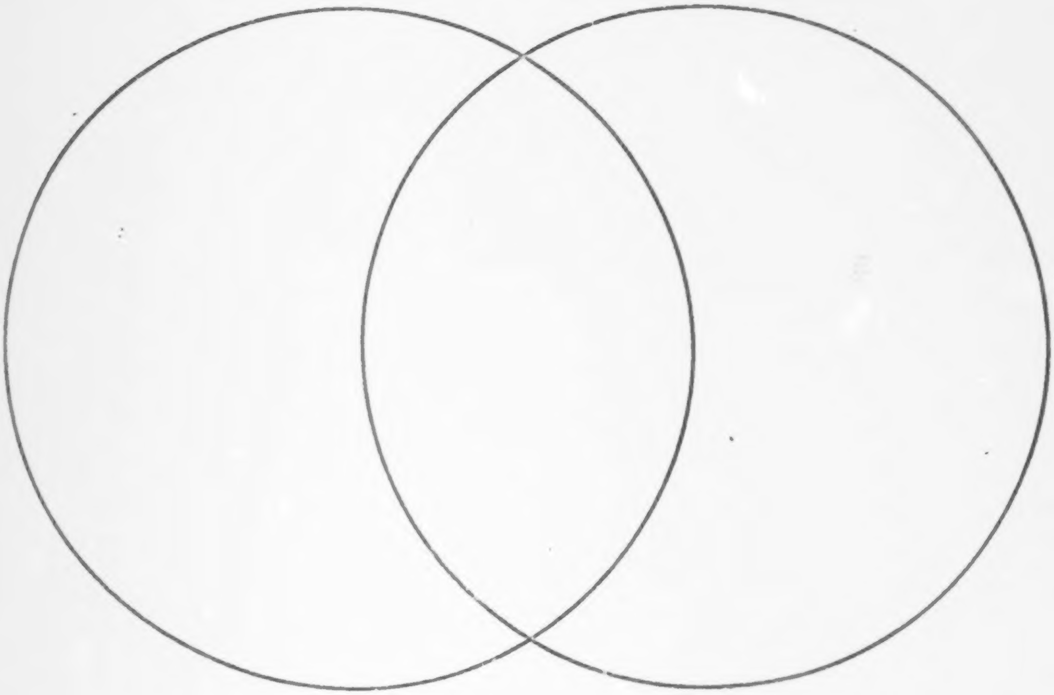
homemi\smartgrd.doc

Appendix X

Venn Diagram

NAME ____________________ CLASS ____________________

VENN DIAGRAM



Appendix Y

KWL

THE KWL

Topic: ____________________

Know	Want to know	Learned

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Appendix Z

Mrs. Potter's Questions

Mrs. Potter's Questions

1. What were you supposed to do?
2. What did you do well?
3. What would you do differently next time?
4. Do you need any help?

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Appendix AA

Think - Pair Shares / Five Minutes of Metacognition

ON YOUR OWN

FIVE MINUTES OF METACOGNITION

1. Ask students to write down **five** things they have learned. (2 minutes)
2. Ask them to pair with a partner.
3. Using a watch to time the activity, tell one person to talk for **one minute** about what he has learned.
4. At the end of **one minute**, call Stop-Switch and the other person talks for one minute, but she cannot repeat anything that has been said.
5. At the end of the minute, call Stop-Switch and the cycle runs for **30 seconds** (alternate people — don't repeat anything that has been said).
6. At the end of two **30 second intervals**, call Stop-Switch and let the cycle run for **15 seconds.**
7. At the end, ask each pair to write **one sentence** that summarizes the key idea of what they have learned.
8. Conduct a quick wrap-around to hear their sentences.

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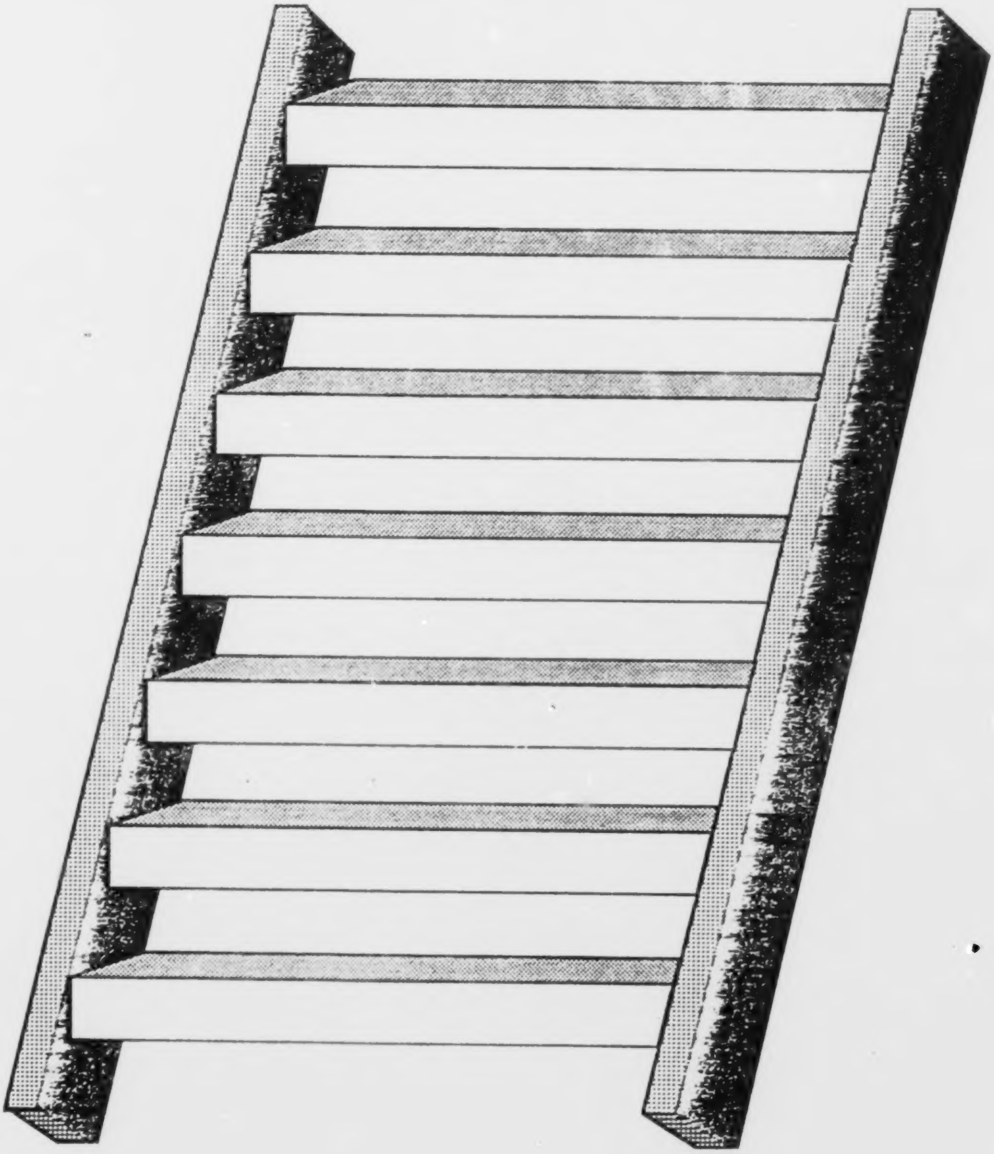
Appendix BB

Ranking Ladder

NAME ______________________ CLASS ______________________

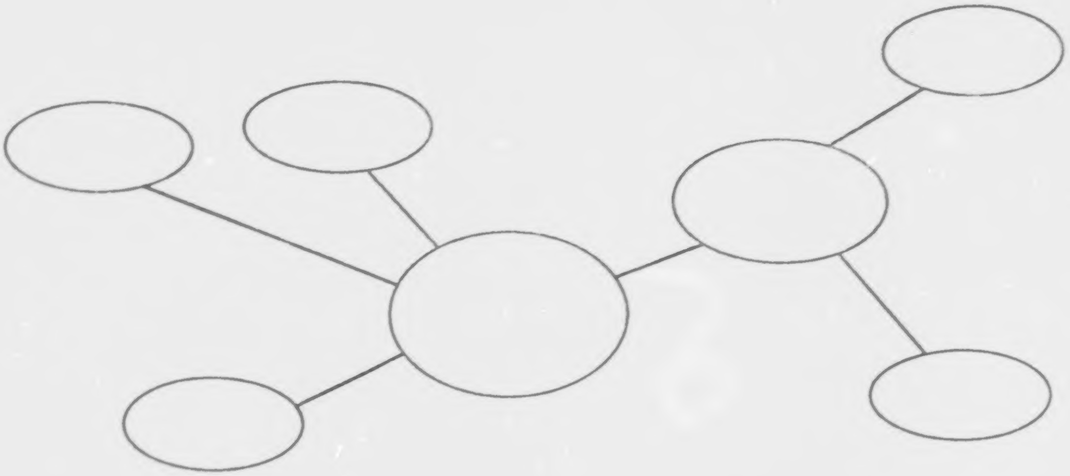
RANKING LADDER



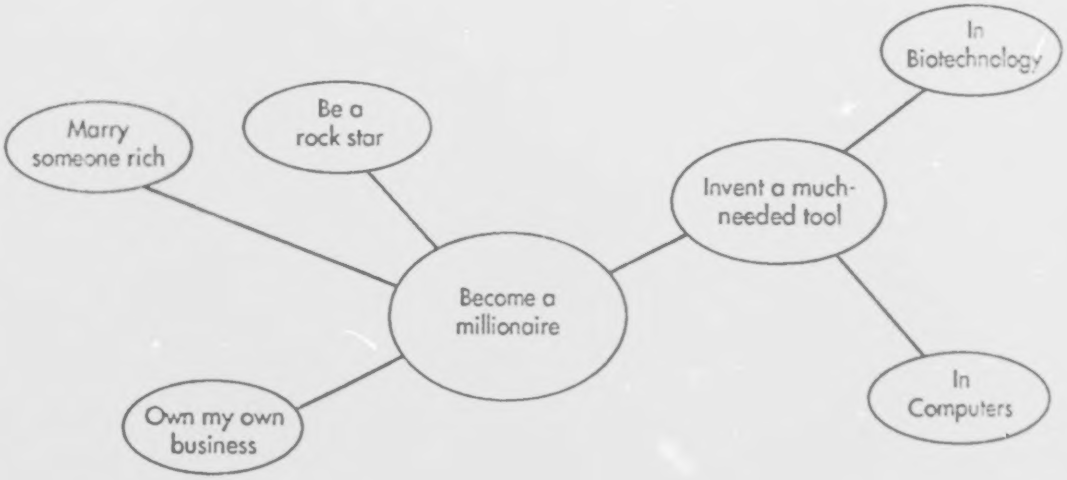
Appendix CC

Mind Map

CONCEPT MAP



CONCEPT MAP (example)

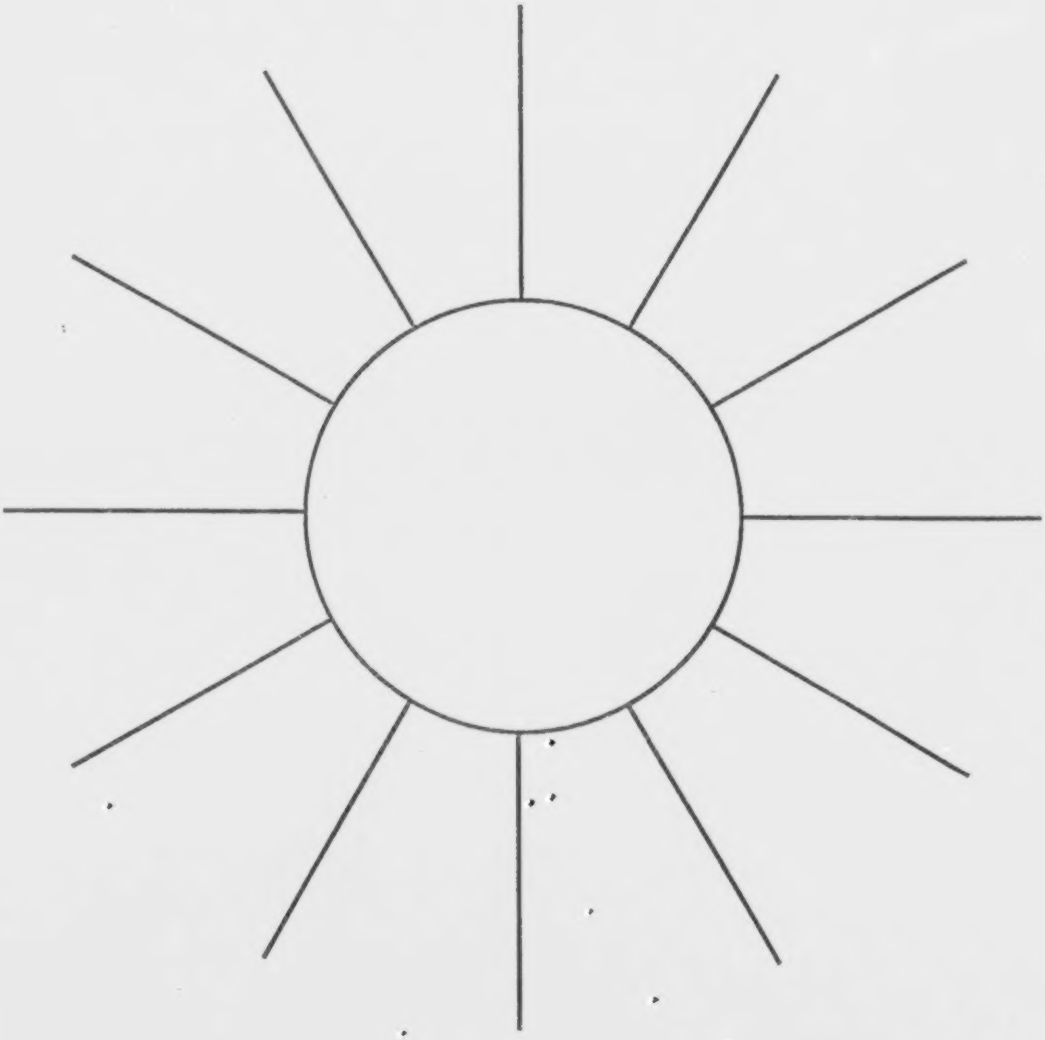

Marry someone rich
Be a rock star
In Biotechnology
Invent a much-needed tool
Become a millionaire
Own my own business
In Computers

Appendix DD

Story Webs

NAME ______________________ CLASS ______________________

THE WEB

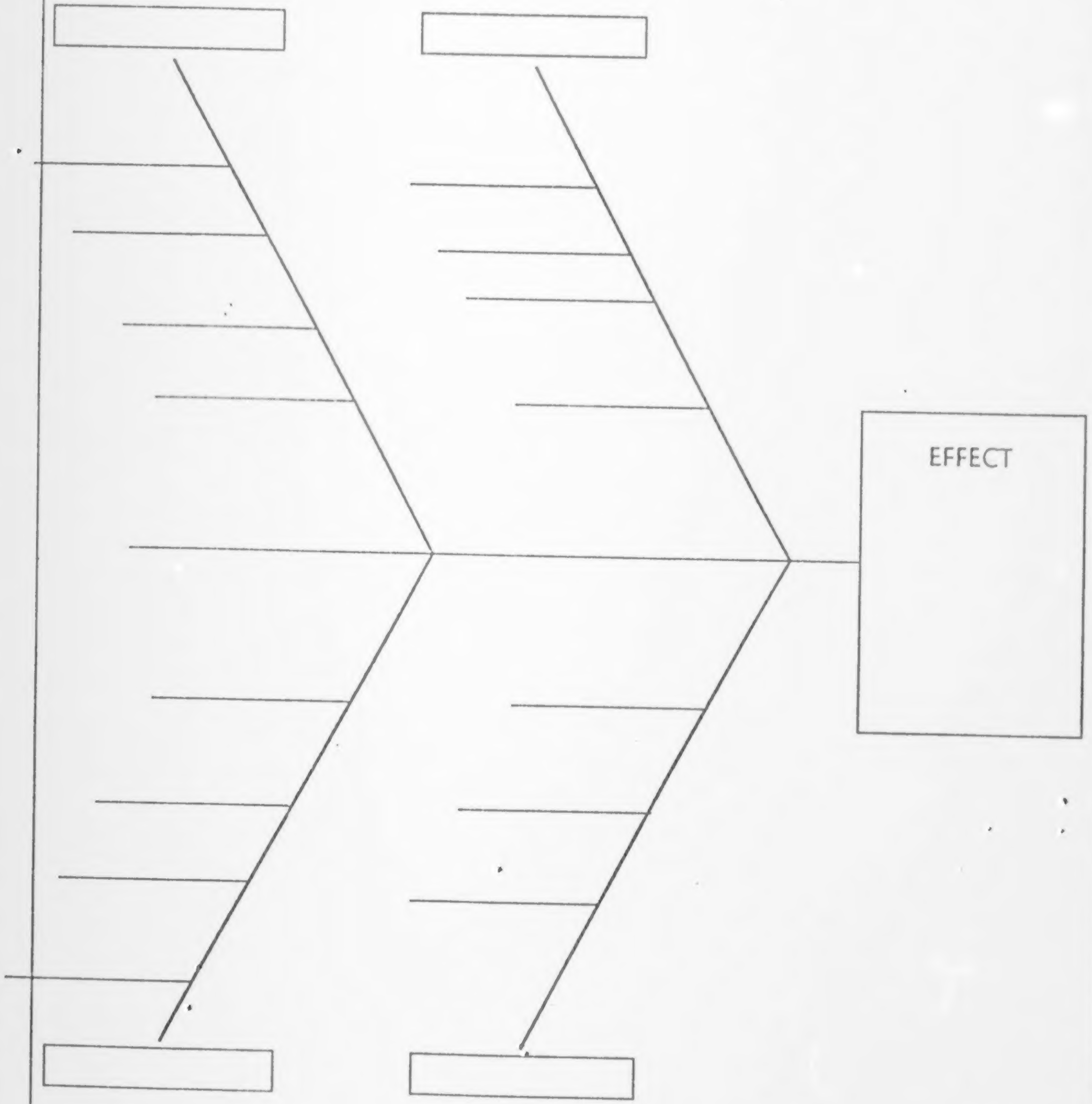


Appendix EE

Fish Bones

NAME ______________________ CLASS ______________________

THE FISH BONE



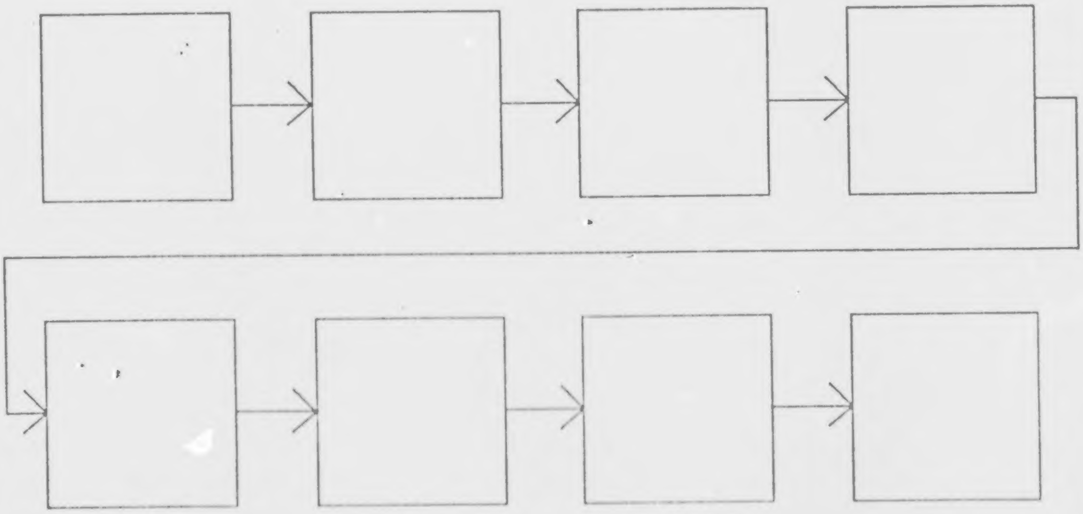
Appendix FF

Sequence Charts

NAME ______________________ CLASS ______________________

THE SEQUENCE CHART

Problem:



Appendix GG

Action Plan

A Personal Approach to Multiple Intelligence Instruction

Julie Gintzler and Donna Elliott

The purpose of our study is to examine our teaching methods, incorporate the use of the Multiple Intelligence Theory into classroom instruction, and chart our professional growth through the duration of the study.

Plan of action

I. Checklist

- A. Informal identification of what our dominant Intelligence is through the Multiple Intelligence Checklist
- B. Informal identification of individual and/or parent questionnaire of student's dominant intelligence to be used as a reference tool composite of classroom make-up.

II. Construct a framework for the development of themes

- A. Donna: Planning webs
- B. Julie : Monthly themes culminating in a field experience

III. Lesson Plans

- A. Formulate Lesson plans within the current themes for the current year utilizing a number of different lesson planning tools including, but not limited to:
    - a. Lazear FOR, ABOUT and WITH model
    - b. If the shoe fits... model
    - c. Multiple Intelligence Lesson Plan model
- B. Add one formally written lesson plan per week

IV. Field Notes

- A. We will keep an informal journal on a weekly basis. It is intended for intrapersonal reflection of the prior weeks lessons, activities and products.
- B. Post 4-5 weeks find themes, tendencies, trends gleaned from the journal
- C. Code data
- D. Identify trends with means to modify plan of action

Appendix HH

Thesis Description Letter - Site B

Dear Parents,

Let me begin this letter by thanking you for putting your unconditional confidence in my teaching abilities. I realize that I probably should have sent a note to you explaining the purpose of the letter I asked you to blindly sign regarding your child's participation in my study from Xavier University.

I am entering into the second year of my Master's courses. I am enrolled in Xavier College in Chicago and will complete my Master's Degree in Education in May of 1999. As a required part of that degree, I am writing a thesis. The topic of my thesis is the process of incorporating Multiple Intelligence products into our curriculum. There are currently eight identified intelligences and they are; Logical/Mathematical, Visual/Spatial (students strong in this have a tendency to be good at puzzles and patterns), Bodily Kinesthetic (students here have a need to move and are generally strong in sports), Musical, Interpersonal (students who possess a strength in this area are generally outgoing and like to debate, interview, etc..), Intrapersonal (these are the self motivated learners and they are generally more comfortable doing individual tasks), Verbal/Linguistic (these students tend to be creative writers and speakers), and Naturalistic (students falling into this intelligence seem to enjoy science and being outdoors).

Every child is born with the capability to perform within each intelligence, but they tend to have strengths and weaknesses. Some students are comfortable writing stories to demonstrate comprehension, yet other students find this difficult and would prefer to write a song or create an illustration to demonstrate an understanding of the key concept. My goal and the goal of the thesis is to identify each child's strengths as well as their weaknesses and provide instruction that not only enhances their strengths, but also allows them to become more comfortable creating products and assignments that encourage them to take some extra risks. It is not my intent to change my teaching style, rather it is to analyze the manner in which I present concepts and make sure that I vary my assignments so as not to favor a certain intelligence.

I asked you as parents to sign a release form in order for me to use your child's products as part of my exhibition. I also need permission to video tape or take photographs of your child. There is no risk to the child, and I would ask their permission before I using their materials for display.

Once again, thank you for your support.
Mrs. Elliott

Appendix II

Consent to Participate

Saint Xavier University
Consent to Participate in a Research Study
"A Personal Approach to Multiple Intelligence Instruction"

During the 1998-99 school year Miss J. Gintzler, Maywood Elementary School, and Mrs. D. Elliott, Harding Elementary School, will be conducting a study of applying the Multiple Intelligence Theory in classroom instruction. This will be done in conjunction with the Field Based Masters Program at St. Xavier University, Chicago, Illinois.

The purpose of this study is to explore various types of multiple intelligence lessons and their application to the school curriculum. During the duration of this study, we, the primary investigators, will be exploring lessons designed to incorporate each of the eight multiple intelligences in order to further develop an awareness of these intelligences in each child. We will be asking for feedback regarding student reaction to lessons and activities performed in order to expand our teaching strategies.

The outcome of this study will be beneficial to the students with minimal risk to their educational growth.

Participation in this study is completely voluntary: refusal to participate involves no penalty or loss of benefits to which my child is otherwise entitled. I understand that I may discontinue my child's participation at any time without penalty or loss of benefits to which they are entitled. I also understand the primary investigators have the right to withdraw my child from the study at any time.

I, the parent/legal guardian of the minor named below, acknowledge that the primary investigators have explained to me the need for this research, identified the risks involved, and offered to answer any questions I may have about the nature of my child's participation. I freely ad voluntarily consent to my child's participation in this study.I understand all information gathered during the interview will be completely confidential (or anonymous). I also understand that I may keep a copy of this consent form for my own information.

____
Name of Minor Participant

______________________________ ________________
Signature of Parent / Legal Guardian Date

____
Witness (Signature)

Appendix JJ

ISTEP Results - Site B

ISTEP INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

598
59

:LASS ESSENTIAL SKILLS REPORT
.ASS: GRADE: 3

	STUDENTS MASTERING		AMNA	ALEXIS	CASEY	RYAN	AMANDA	ANTHON	JAMES	EVELYN
ESSENTIAL SKILLS										
TOTAL NUMBER OF STUDENTS: 8	NUMBER OF STUDENTS	PERCENT OF STUDENTS	A	R	E	M	C	Y	P	K
lish/language arts										
.1 Construct Meaning(MC only)	4	50	o	●	●	o	●	o	●	o
.2 Elaborate on Meaning(MC only)	5	63	●	●	●	●	●	o	o	o
.3a Writing Development(Writing)	-	-	-	-	-	-	-	-	-	-
.3b Language-in-Use(Writing)	-	-	-	-	-	-	-	-	-	-
.4 Punct/Capitalize(MC only)	8	100	●	●	●	●	●	●	●	●
.5 Usage(MC only)	8	100	●	●	●	●	●	●	●	●
.6 Categorize(MC only)	5	63	o	●	o	●	●	o	●	●
.7 Make Predictions(MC only)	8	100	●	●	●	●	●	●	●	●
.8 Literal Meaning(MC only)	8	100	●	●	●	●	●	●	●	●
.9 Signs/Symbols(MC only)	8	100	●	●	●	●	●	●	●	●

● Mastery: 75% or more of the points possible
o Non-Mastery: fewer than 75% of the points possible
X Mastery not reported for Essential Skills with fewer than 4 points
MC Multiple-choice items
OE Open-ended items
- Mastery not applicable

RP-SCH: 4710-4453
ST DATE: 10/01/98

SCHOOL: HG HARDING ES
CORPORATION: HAMMOND CITY
COUNTY: 45 LAKE
CITY: HAMMOND CITY
STATE: INDIANA

218

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CIBID: 98352M007331001-05-09145-014420

LASS ESSENTIAL SKILLS REPORT

LASS: GRADE: 3

SSENTIAL SKILLS	STUDENTS MASTERING		AMNA	ALEXIS	CASLEY	RYAN	AMANDA	ANTHON	JAMES	EVELYN
OTAL NUMBER OF STUDENTS: 8	NUMBER OF STUDENTS	PERCENT OF STUDENTS	A	R	E	M	C	Y	P	K
thematics										
.1-3 Probsolv/Comm/Reas(MC & OE)	8	100	●	●	●	●	●	●	●	●
.4 Whole Number Sense(MC only)	6	75	●	○	●	●	●	○	●	●
.5 Place Value(MC & OE)	5	63	○	○	●	●	●	○	●	●
.6 Fractions/Decimals(MC & OE)	8	100	●	●	●	●	●	●	●	●
.7 Mn & Comp/Estimation(MC only)	6	75	●	○	●	●	○	●	●	●
.8 Geometry(MC & OE)	7	88	●	●	●	●	○	●	●	●
.9 Spatial Sense(MC only)	8	100	●	●	●	●	●	●	●	●
.10 Measurement(MC & OE)	6	75	●	○	●	●	●	○	●	●
.11 Probability/Stats(MC & OE)	5	63	○	●	○	●	○	●	●	●

● Mastery: 75% or more of the points possible
○ Non-Mastery: fewer than 75% of the points possible
X Mastery not reported for Essential Skills with fewer than 4 points
MC Multiple-choice items
OE Open-ended items
- Mastery not applicable

RP-SCH: 4710-4453
ST DATE: 10/01/98
SCHOOL: WG HARDING ES
CORPORATION: HAMMOND CITY
COUNTY: 45 LAKE
CITY: HAMMOND CITY
STATE: INDIANA

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Appendix KK

Terra Nova

Fourth Grade Results - Site B

KK

TerraNova

MULTIPLE ASSESSMENTS

Objectives Performance Report

Class: CARLISLE P

Grade: 4.1

Purpose
This report provides an analysis of objectives mastery. This information is used to analyze curriculum strengths and areas of need.

No. of Students: 18

Form/Level: A-14

Test Date: 09/16/98
Scoring: PATTERN (IRT)
QM: 06
Norms Date: 1996

School: HARDING
District: HAMMOND CITY

City/State: HAMMOND,IN

223

Objectives Performance Index (OPI)
OPI is the estimated number of items correct out of 100 had there been 100 items for that objective

● Mastery (Range 75 - 100 correct)
◒ Partial Mastery (Range 50 - 74 correct)
○ Non-Mastery (Range 0 - 49 correct)
/ Not all items attempted

* National Reference Group Grade 4.2

		Average OPI Local	Average OPI Nat'l*	Average OPI Diff	DEVETR	SYNTHI A	SEAN P	RYAN S	CHRIST C	ADRIAN R	CHRIST M	AUTUM	ANDREW	JOSHUA	BRENNA M	JUSTIN A	JILLIA N	RACHEL L	CHRIST	TODD R	LAURA M	VALERI A
	Reading																					
02	Basic Understanding	83	74	+ 9	●	●	◒/	●	●	◒	●	●	●	●	●	●	●	●	◒/	●	◒	●
03	Analyze Text	64	59	+ 5	●	◒/	∅	◒/	●	∅	◒/	◒	◒/	●	◒/	◒/	◒/	◒	∅	◒/	◒/	●
04	Evaluate/Extend Meaning	58	54	+ 4	◒	∅	∅	◒	◒	∅	◒	◒	◒/	●	◒/	◒/	◒	◒	∅	∅	◒	●
05	Identify Rdg Strategies	66	63	+ 3	○	◒	◒/	◒	●	∅	◒	◒	◒/	●	◒/	◒	◒	●	◒/	◒/	○	●
	Vocabulary																					
35	Word Meaning	54	55	- 1	●	◒	○	◒	◒	○	○	◒	◒	◒	●	◒	◒	○	∅	○	∅	○
36	Multimeaning Words	81	77	+ 4	●	●	◒	●	●	◒	●	●	●	●	●	●	●	●	◒	●	◒	●
37	Words in Context	48	49	- 1	●	○	○	○	○	○	○	●	◒	●	●	○	◒	○	○	○	○	○
	Language																					
07	Sentence Structure	54	59	- 5	○	○	∅	◒	◒	∅	◒	◒	◒/	◒/	◒/	∅	◒	◒/	∅	◒/	◒	∅
08	Writing Strategies	59	59	0	●	○	○	◒	◒	○	○	◒	◒	●	◒	○	◒	◒	◒	○	◒	●
09	Editing Skills	52	55	- 3	◒	○	∅	◒	◒	∅	◒	◒	◒/	◒/	◒/	∅	◒	◒/	∅	∅	◒	∅
	Language Mechanics																					
38	Sent, Phrases, Clauses	48	54	- 6	◒	○	∅	○	◒	○	○	○	○	◒	◒/	◒	◒	●	○	○	○	◒
39	Writing Conventions	58	62	- 4	◒/	∅	∅	◒	◒	◒	◒	◒	○	◒	◒/	◒	◒	●	◒	◒	○	◒/
	Mathematics																					
10	Number & Num Relations	68	62	+ 6	●	◒	○	●	◒	◒	●	●	●	●	◒/	◒	◒	◒	◒	●	○	◒/
11	Computation & Estimation	69	66	+ 3	●	◒	◒	●	◒	◒	◒/	●	●	●	◒/	◒	◒	◒	◒/	●	◒	◒/
12	Operation Concepts	49	48	+ 1	◒	◒	∅	◒	◒	○	◒	∅	◒/	◒	◒/	○	○	◒	○	◒	○	◒
13	Measurement	44	48	- 4	◒	○	∅	◒	○	○	◒	○	◒/	◒	∅	○	○	◒	○	◒	○	◒
14	Geometry & Spatial Sense	52	51	+ 1	◒	●	○	◒	○	○	◒	○	◒	◒	◒/	○	○	◒	○	◒	○	◒
15	Data, Stats, & Prob	65	63	+ 2	●	●	○	●	◒	◒	◒	○	●	●	◒	◒	◒	◒	◒	●	○	●
17	Prob Solving & Reasoning	38	40	- 2	○	○	∅	◒	○	○	◒	○	◒/	◒	○	○	○	○	○	◒	○	○
18	Communication	51	49	+ 2	◒	●	∅	◒	◒	○	◒	∅	◒/	◒	◒	○	○	◒	○	◒	○	◒
	Math Computation																					
45	Multiply Whole Numbers	58	50	+ 8	●	○	◒/	●	◒	●	◒	○	◒	◒	∅	○	◒/	◒	∅	●	◒	○
46	Divide Whole Numbers	35	30	+ 5	∅	○	∅	◒	○	◒	○	○	○	∅	∅	○	○	○	∅	●	○	○
47	Decimals	66	61	+ 5	◒	○	◒	●	◒	●	◒	◒	◒	◒	∅	◒	◒/	◒	◒/	●	◒	◒
	Spelling																					
40	Vowels	38	47	- 9	○	○	○	○	◒	○	○	∅	∅	◒	○	○	○	○	∅	○	○	○
42	Structural Units	51	57	- 6	◒/	◒	○	∅	◒	○	◒	●	◒/	◒	∅	○	◒	◒	∅	○	○	◒

224

(continued on next page)

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Appendix LL

Terra Nova

Fifth Grade Results - Site B

TerraNova

MULTIPLE ASSESSMENTS

Objectives Performance Report

Class:

Grade: 5.1

Purpose

This report provides an analysis of objectives mastery. This information is used to analyze curriculum strengths and areas of need.

Objectives Performance Index (OPI)
OPI is the estimated number of items correct out of 100 had there been 100 items for that objective

- ● Mastery (Range: 75 - 100 correct)
- ◒ Partial Mastery (Range: 50 - 74 correct)
- ○ Non-Mastery (Range: 0 - 49 correct)
- / Not all items attempted

* National Reference Group Grade 5.2

		Average OPI Local	Nat'l*	Diff	MARISS L	THEODO J	JEREMY M	KIMBER A	JENNIF A	SETH T	JOSHUA A	TRISTA S	ROBERT A	ANDREA L	DAVID	TEEFAN M	IVAN
	Reading																
02	Basic Understanding	86	72	+ 14	●	●	◒	●	●	●	◒	◒	◒	●	●	●	●
03	Analyze Text	84	69	+ 15	●	●	◒	●	●	●	●	◒	◒	●	●	●	●
04	Evaluate/Extend Meaning	69	51	+ 18	●	◒	○	●	●	●	/	◒	○	●	●	◒	◒
05	Identify Rdg Strategies	72	56	+ 16	●	◒	○	●	●	●	◒	◒	◒	●	●	◒	◒
	Vocabulary																
35	Word Meaning	68	55	+ 13	◒	◒	◒	◒	◒	●	○	●	○	◒	●	◒	◒
36	Multimeaning Words	88	76	+ 12	●	●	●	●	●	●	◒	●	●	●	●	●	●
37	Words in Context	55	44	+ 11	○	○	○	◒	◒	●	○	●	○	◒	●	◒	◒
	Language																
07	Sentence Structure	77	66	+ 11	●	●	○	●	●	●	●	●	/	●	●	●	●
08	Writing Strategies	74	64	+ 10	●	◒	○	●	●	●	●	◒	/	●	●	◒	●
09	Editing Skills	71	60	+ 11	◒	●	○	●	●	◒	/	/	◒	●	●	●	●
	Language Mechanics																
38	Sent, Phrases, Clauses	57	56	+ 1	◒	○	○	○	●	◒	◒	◒	○	◒	◒	●	◒
39	Writing Conventions	75	71	+ 4	●	◒	○	◒	●	◒	●	◒	◒	●	●	●	●
	Mathematics																
10	Number & Num Relations	69	56	+ 13	◒	●	◒	◒	●	●	◒	◒	◒	○	●	◒	●
11	Computation & Estimation	67	54	+ 13	◒	◒	◒	◒	●	●	◒	◒	◒	●	◒	◒	◒
12	Operation Concepts	76	61	+ 15	●	○	◒	●	●	●	◒	◒	◒	●	●	◒	●
13	Measurement	59	45	+ 14	◒	◒	○	◒	●	◒	◒	○	◒	○	◒	○	◒
14	Geometry & Spatial Sense	60	48	+ 12	◒	◒	○	◒	●	◒	◒	◒	◒	●	◒	○	◒
15	Data, Stats, & Prob	73	57	+ 16	●	◒	◒	◒	●	●	◒	◒	◒	●	●	◒	●
17	Prob Solving & Reasoning	68	51	+ 17	●	○	○	◒	●	●	/	◒	◒	●	●	○	●
18	Communication	53	40	+ 13	◒	○	○	◒	◒	◒	◒	○	◒	◒	◒	○	◒
	Math Computation																
45	Multiply Whole Numbers	67	50	+ 17	◒	◒	○	◒	◒	●	●	○	●	●	◒	◒	●
46	Divide Whole Numbers	64	46	+ 18	◒	◒	○	◒	◒	●	●	●	◒	●	◒	/	●
47	Decimals	67	53	+ 14	◒	◒	◒	◒	◒	◒	●	●	◒	●	◒	◒	●
48	Fractions	30	29	+ 1	○	○	○	○	○	○	○	○	○	○	○	○	○
	Spelling																
40	Vowels	57	54	+ 3	◒	○	○	○	◒	◒	○	◒	○	●	◒	●	◒
42	Structural Units	49	45	+ 4	○	○	○		[illegible]	○	○	◒	○	◒	○	◒	◒

No. of Students: 13

Form/Level: A-15
Test Date: 03/10/98 Scoring: PATTERN (IRT)
QM: 06 Norms Date: 1996

School: HARDING
District: HAMMOND CITY

City/State: HAMMOND,IN

226

227

(continued on next page)

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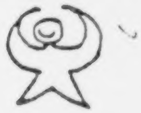
Appendix MM

Energizers

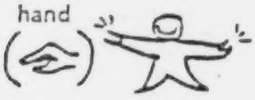
MM

Group Energizers

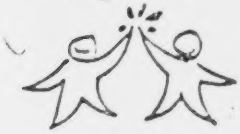
Standing Ovation



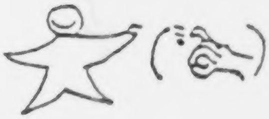
Clam Clap



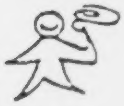
High Five



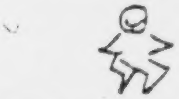
Micro-Wave
(little fingers wave)



Top Dog
(Arsenio's Cheer)

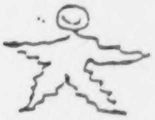


Uh Huh! Uh Huh! Yo!
Uh Huh! Uh Huh!



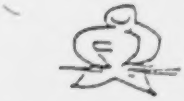
(Bend those knees! Get into it!)

Arctic Shiver



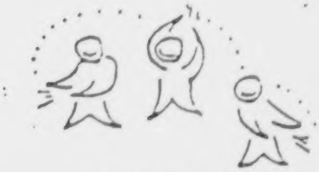
"shakin' all over"

Drum Roll



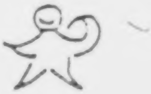
"air drum" on the table;
hands as drum sticks

Round of Applause

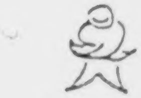


"clap in a big circle"

Give Yourself a Pat on the Back

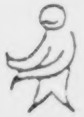


Give Yourself a Hug



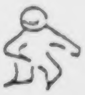
"squeeze"

Seal of Approval



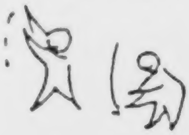
"clap your wrists and bark like a seal"

Excellent!
(Air Guitar)



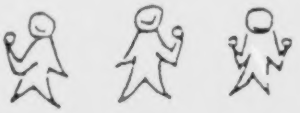
"play it—bend those knees"
"bounce to the beat!"
"go down on one knee!"

Awesome



"slow bow"
"awesome" (deep, quiet voice)

Yes! Yes! Yes!



"Yes!" elbows to the ribs.
Yell "Yes!"
one arm, the other, then both

—Artwork by Cynthia Whalen

Fig. Closure.3

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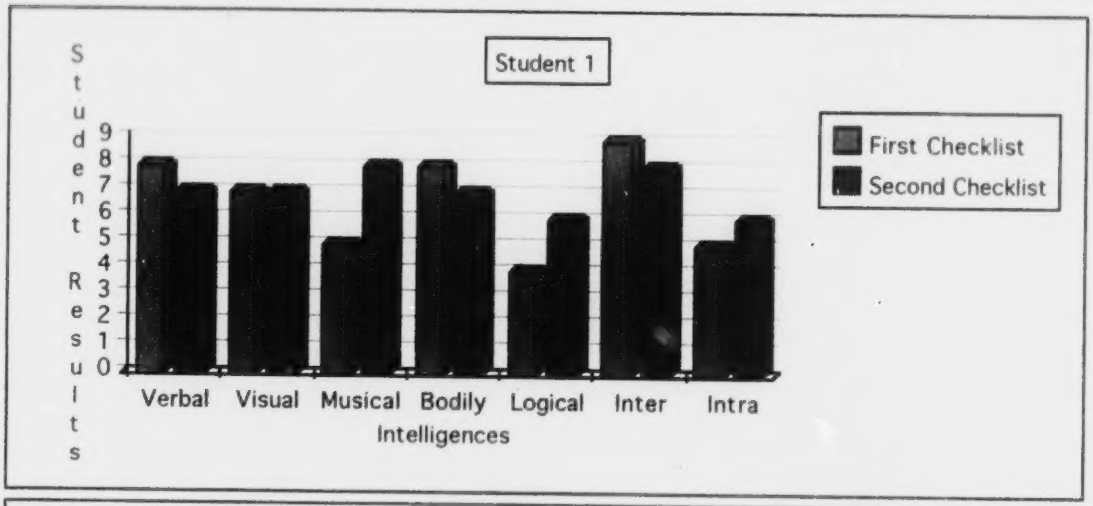
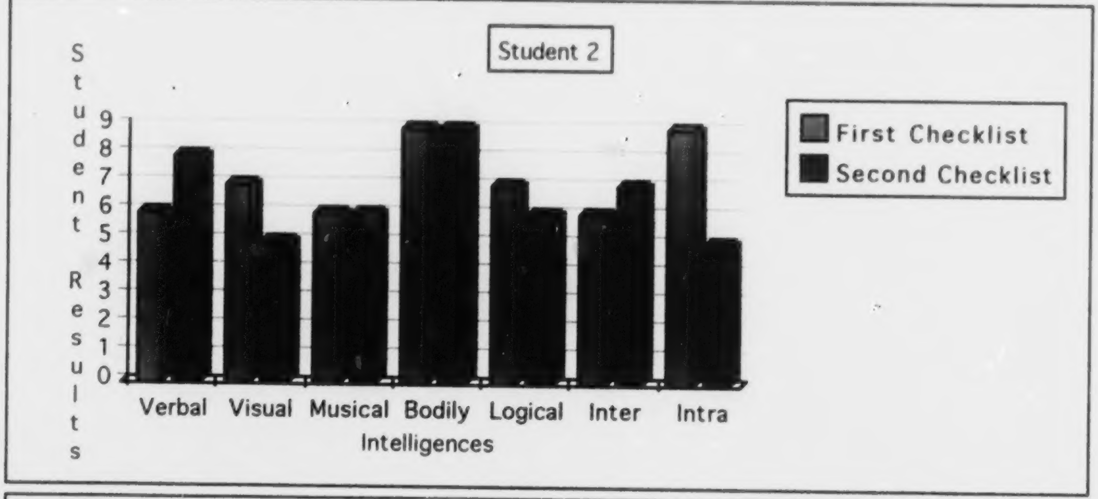
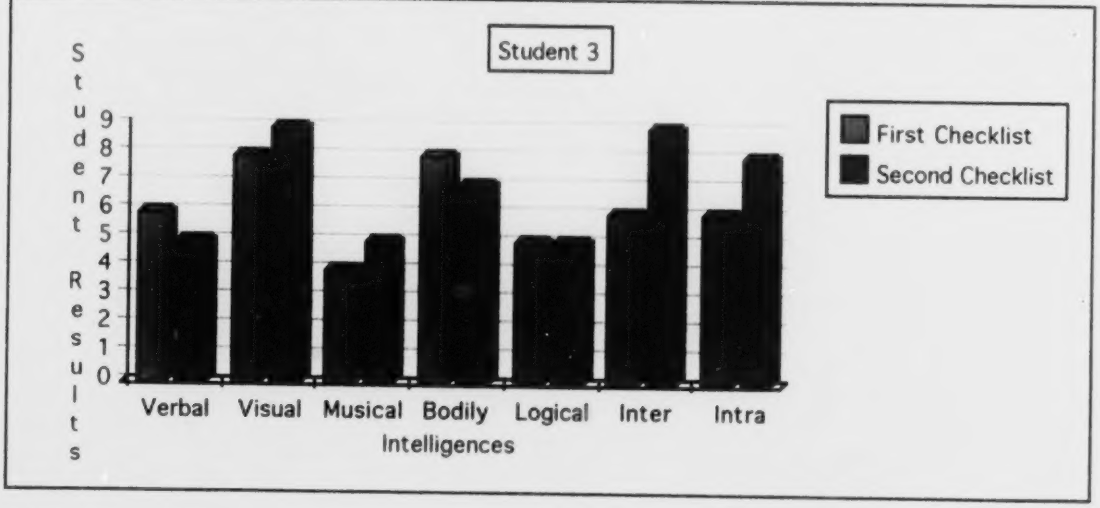
Appendix NN

Second Multiple Intelligence Checklist Results - Site B

NN







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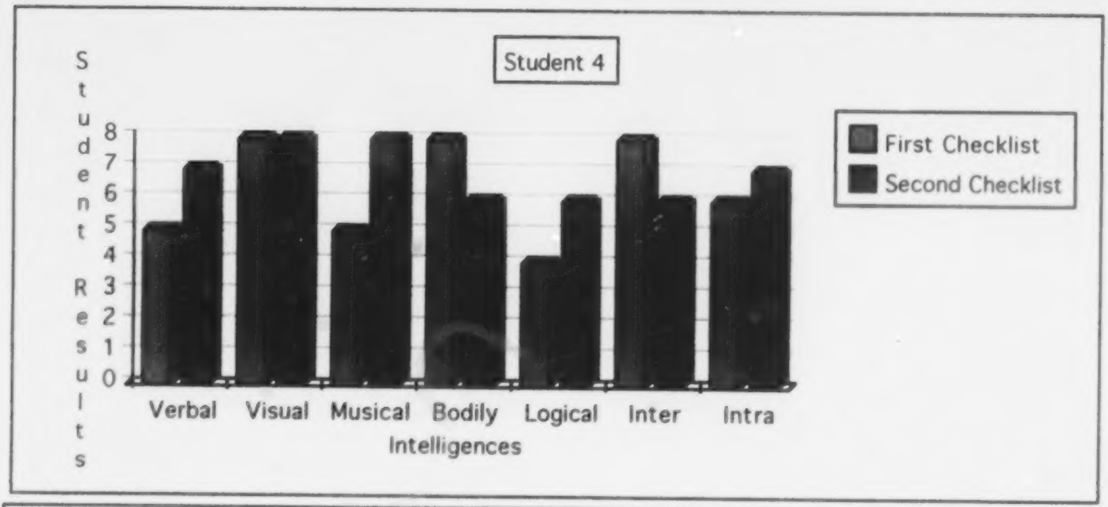

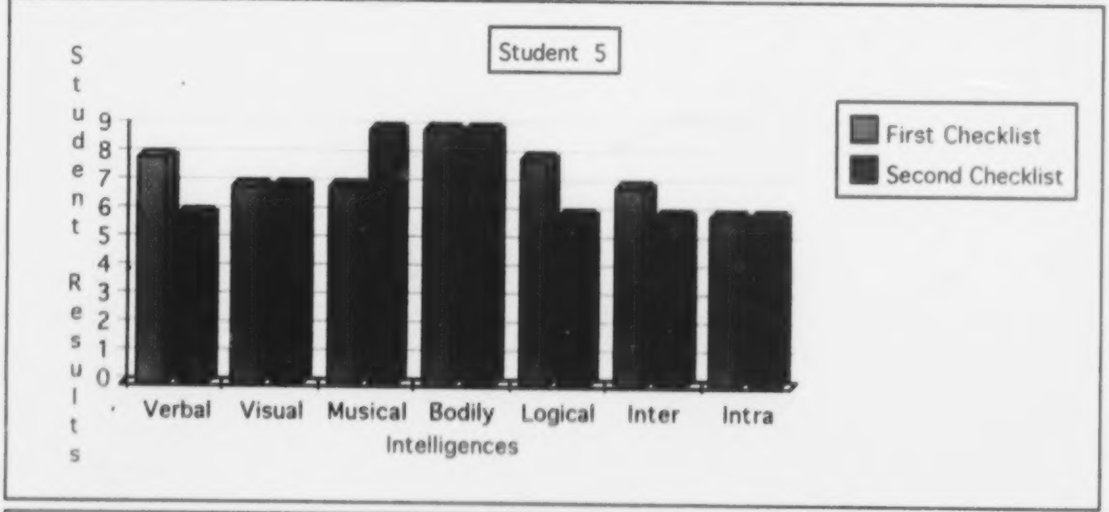

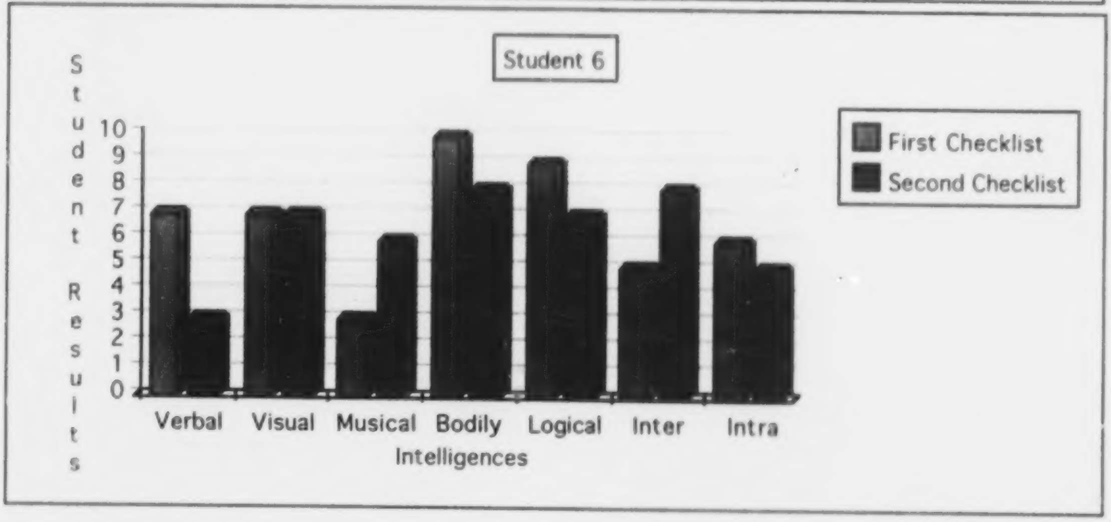

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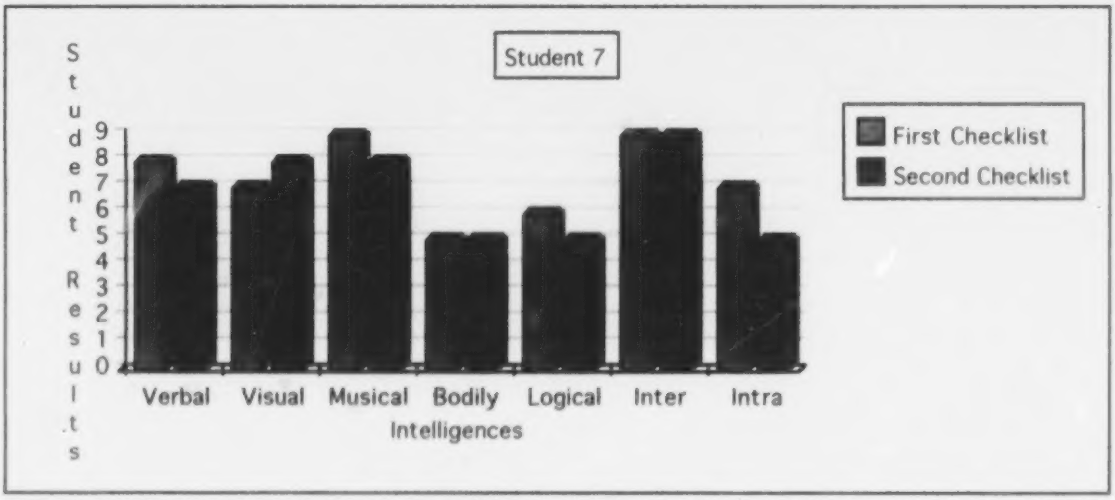

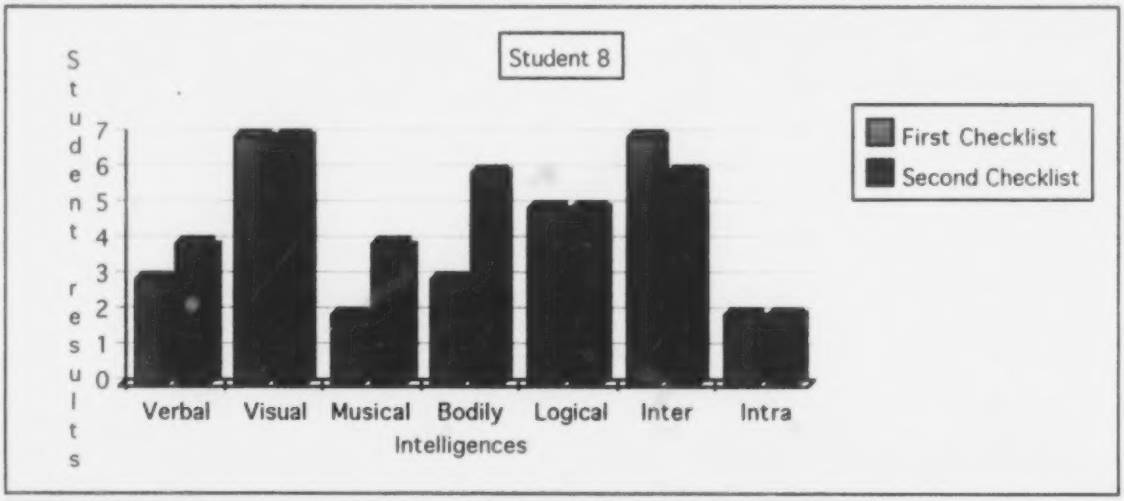

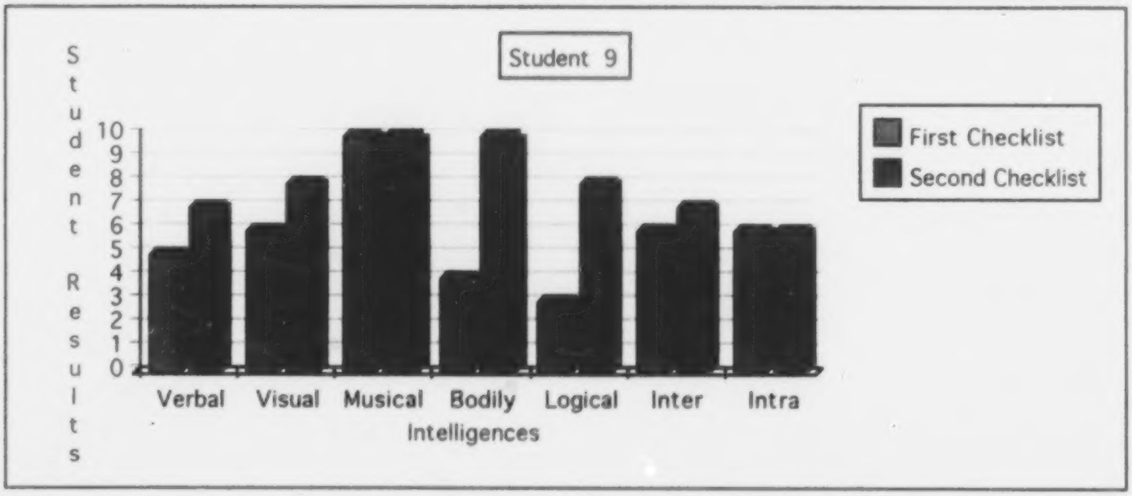

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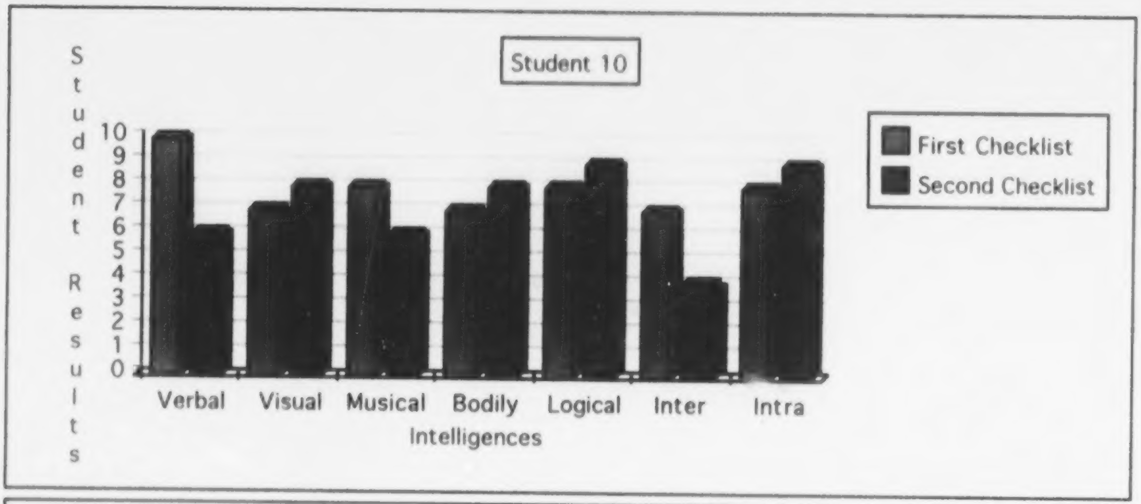
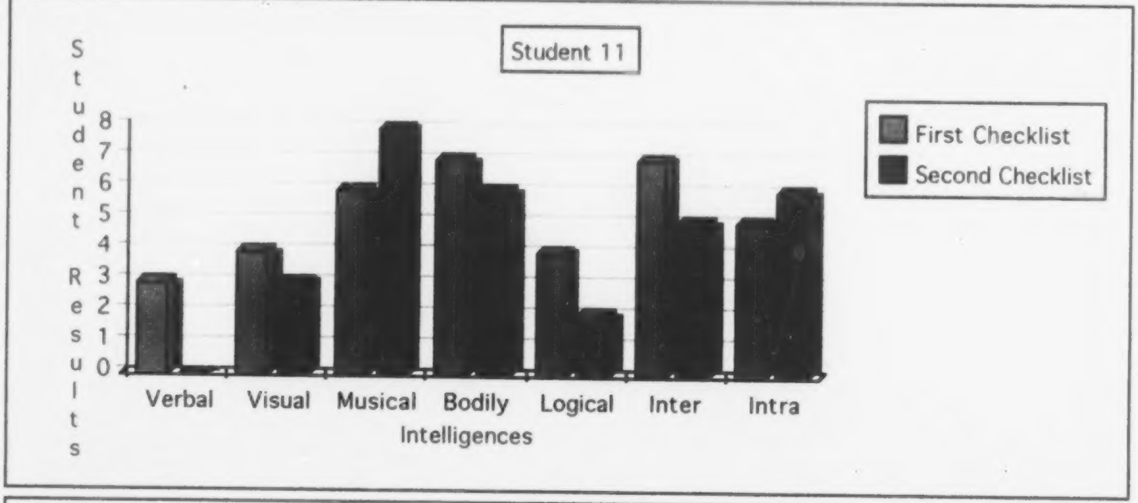
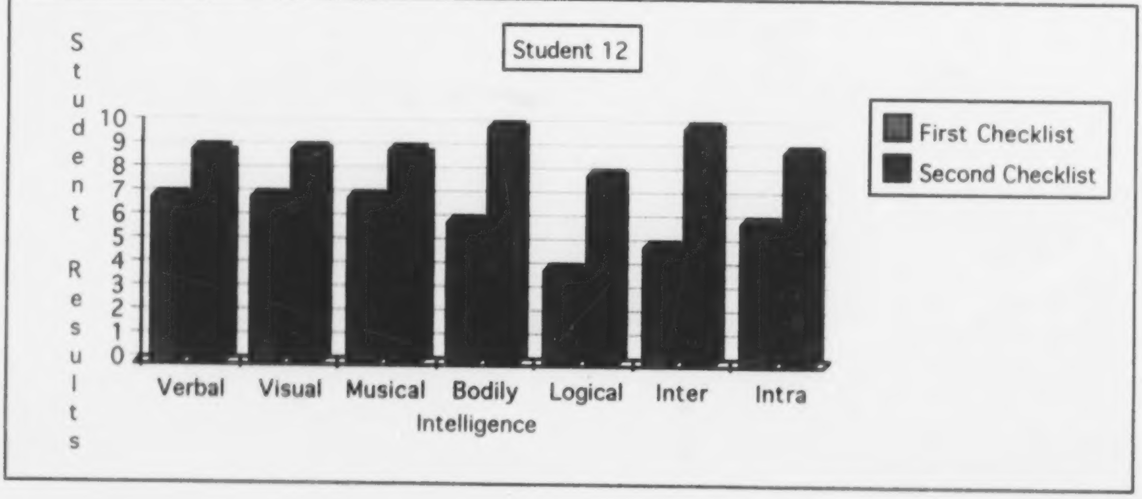

Student 10


Student 11


Student 12

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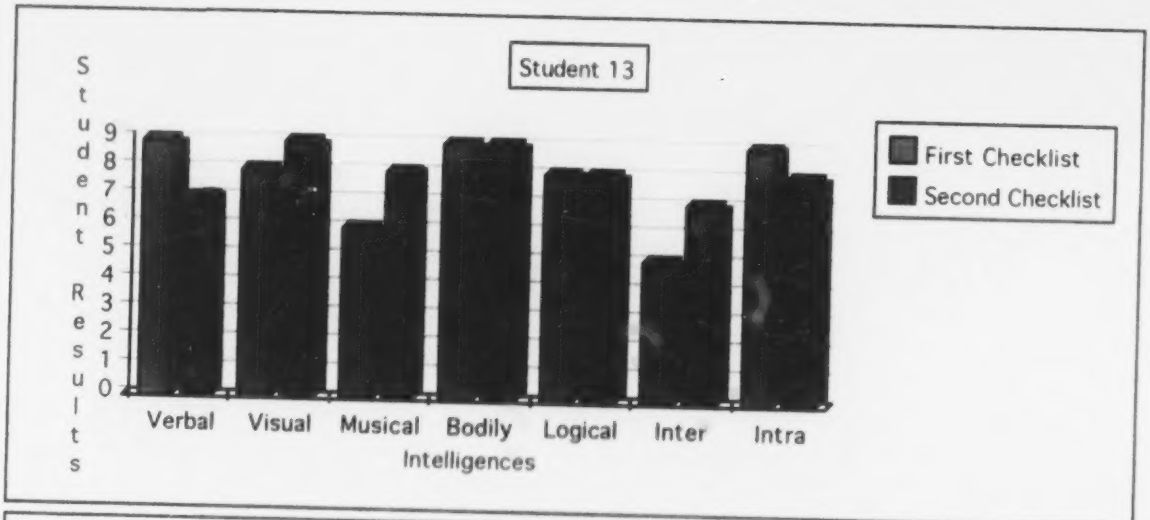

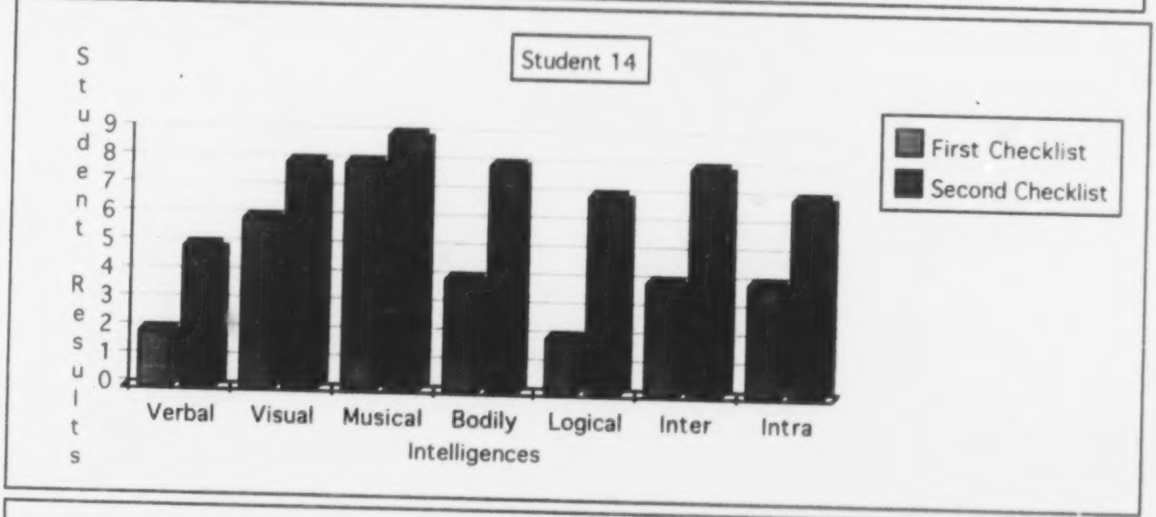

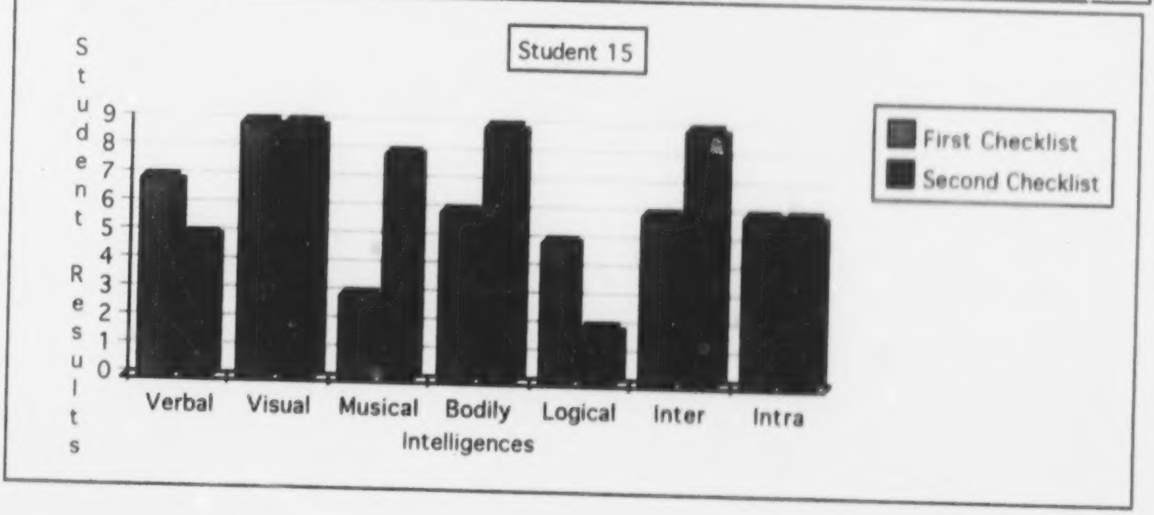

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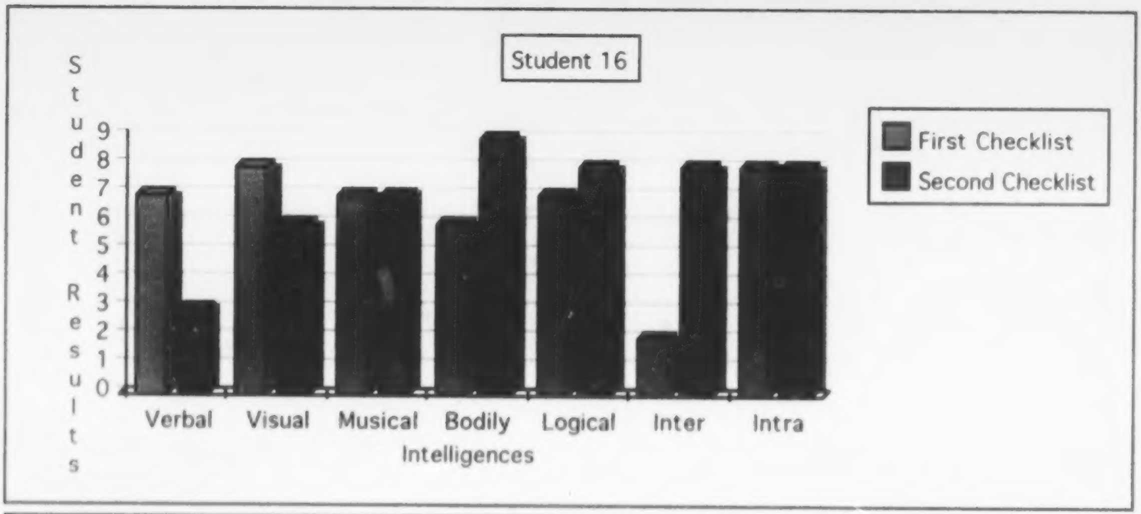
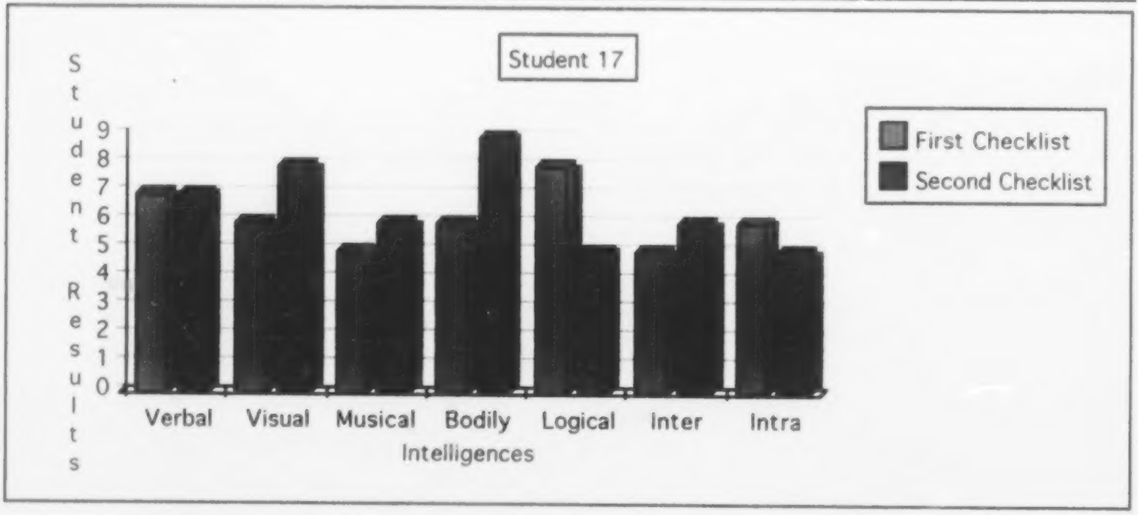

Student 16
Student Results
0
1
2
3
4
5
6
7
8
9
Verbal
Visual
Musical
Bodily
Logical
Inter
Intra
Intelligences
First Checklist
Second Checklist


Student 17
Student Results
0
1
2
3
4
5
6
7
8
9
Verbal
Visual
Musical
Bodily
Logical
Inter
Intra
Intelligences
First Checklist
Second Checklist

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